

SIG Form 1—Application Cover Sheet

School Improvement Grant (SIG)


Application for Funding

APPLICATION RECEIPT DEADLINE

November 18, 2011, 4 p.m.

Submit to:
California Department of Education
Improvement and Accountability Division
School Turnaround Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901

NOTE: Please print or type all information.

County Name: Contra Costa		County/District Code: 07-61754
Local Educational Agency (LEA) Name Mt. Diablo Unified School District		LEA NCES Number: 0626370
LEA Address 1936 Carlotta Drive		Total Grant Amount Requested \$12,446,272
City Concord	Zip Code 94519	
Name of Primary Grant Coordinator Stephanie Roberts		Grant Coordinator Title Director of Development
Telephone Number 925-682-8000 x6201	Fax Number 925-685-4032	E-mail Address robertss@mdusd.org
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee Steven Lawrence		Telephone Number 925-682-8000
Superintendent or Designee Signature (Blue Ink) 		Date 11-17-01

B. Narrative

I. Needs Analysis. Located at the base of Mt. Diablo in the San Francisco East Bay, Mt. Diablo Unified School District (MDUSD) serves six municipalities and is a representative microcosm of California. As one of the largest school districts in the state of California, MDUSD has over 56 school sites and 34,000 students. The district's statistics for ethnic/racial diversity, average class size, test scores, numbers of Limited English Proficient (LEP) students and the primary languages they represent, mirror those of the State of California as a whole. The schools chosen for this project will serve students and families with the greatest needs and challenges and with significant achievement gaps.

MDUSD has five Tier I and one Tier II schools identified as persistently low achieving within the state of California therefore eligible to apply for the School Improvement Grant (SIG). This designation spearheaded a district-wide analysis in January 2010 of the needs of not only these six schools but also seven additional schools with Annual Performance indicators (API) under 700. In response to these schools being identified as the lowest 5% in the state in March 2010, MDUSD's newly appointed Superintendent Steven Lawrence immediately called the 13 schools (6 of which were identified as persistently low achieving) and district leadership together to collaborate on action steps to ensure rapid turnaround. Armed with research based strategies, case studies on successful turnaround models, and internal "best practices", Superintendent Lawrence issued the following directives: each of the 13 schools would complete a Restructuring (School Improvement) Plan developed with stakeholder input and approved by the local School Board by June 2010; ensure common formative and summative assessments would be used by all teachers at each school; implement research based interventions in Mathematics and English Language Arts to help students reach grade level proficiency; and utilize coaching and professional development to build staff and leadership capacity. Each school's Improvement Plan would also be grounded in California's Essential Program Components (EPCs) which define successful schools.

As schools conducted their needs analysis and developed plans in collaboration with stakeholder groups, four schools in Tier I emerged as ready and able to apply for the Cohort 1 School Improvement Grant (SIG). These schools included Bel Air, Rio Vista, and Shore Acres Elementary Schools and Glenbrook Middle School. In spring 2010, these four schools applied and were ultimately awarded the SIG funds in October 2010. They are currently implementing their Improvement plans under the Transformation model. Meadow Homes Elementary and Oak Grove Middle School are the two remaining eligible Tier I schools that have since emerged and displayed the readiness and ability to fully implement a school improvement plan.

MDUSD district staff and school personnel were responsible for conducting the needs assessment and analyzing the results. The Director of School Support, SIG Administrator and the Director of Development supported the school principals and leadership teams (comprised of teaching and administrative staff) in sharing and analyzing data with stakeholder groups such as (administrators, teacher leaders, union

leadership, community members, parents, students and External Entities) to help identify a school improvement strategy.

Numerous meetings and conversations were held at the school level, with community members, with collective bargaining units, and at the district. They include;

- **School Level:** School Site Council meetings, staff meetings, parent meetings (Parent Teacher Association), and English Language Advisory Committee (ELAC) meetings) and Alternative Governance Team meetings (AGT) Feeder Pattern meetings (May 2010, April 2011).
- **District level:** Educational Services (March-June 2010, April, November 2011), Curriculum and Instruction Department meetings (April-June 2010), Student Achievement & School Support (SASS) Department meetings (January-May 2011), K-Adult Articulation meetings (May 2010, October 2011), the Superintendent's Parent Advisory Committee (PAC-April 2010, June 2011), the English Language Master Plan Committee (Sept 2011 ongoing) and negotiation meetings with Mt. Diablo Education Association (MDEA) Aug-Nov 2011.

These stakeholder meetings helped to inform the system, gather ideas and determine needs and actions included. Public input and direction was given and questions were answered. On June 14, 2011, Mt. Diablo Unified School District approved submission and acceptance of the School Improvement Grant (SIG) Cohort 2 application as well as school's updated Improvement Plans. Improvement Plans were previously approved by the School Board in June 2010. On November 8, 2011, MDUSD School Board approved resubmission of Cohort 2 SIG for Meadow Homes and Oak Grove schools.

The assessment instruments used to conduct the analysis included each school's Academic Program Survey (APS), Single Plan for Student Achievement (SPSA), and Least Restrictive Environment (LRE) Survey, California Healthy Kids Survey (CHKS) and the English Learner Subgroup Self-Assessment Survey (ELSSA) to analyze the program for the English learners in the district and employee transfer data. Lastly, the District Assessment Survey (DAS) and recently developed amended Local Education Agency Plan helped to identify interventions and strategies that would best serve the students and communities of each school. In addition, each school studied relevant demographic, socioeconomic and academic performance data to further inform decisions. The charts below and Tables 1-2b outline these indicators.

Table 1. Profile of Targeted MDUSD Schools

School	Enrollment	F/R Meals	EL	Proficient and Above – CST ELA ¹	Proficient and Above –CST Math	API 2011 Growth	AYP
Meadow Homes	918	89.8%	80.3%	28%	58.5%	701 Yes	No
Oak Grove	576	85.8%	44.2%	28.2%	18.4%	639 No	No

*California English Language Development Test (CELDT), Free and Reduced Price Meals (F/R Meals), English Learners (EL), California Standards Test (CST), Annual Performance Indicator (API), Adequate Yearly Progress (AYP)

¹ Derived from 2011 CST Scores—specifically, the percentage of students scoring below “Proficient.”

The needs assessment process provided evidence and direction to staff on the selected intervention model to be implemented. After thoughtful analysis, dialogue and reflection both schools identified the **Transformation** model as their School Improvement Strategy.

MDUSD has also identified the subgroups that have impacted Meadow Homes' and Oak Grove's designation into Program Improvement (PI). Data provided by California Department of Education identifies English Learners, Socioeconomically Disadvantaged (SED), African American and Hispanic students show that those subgroups who have not met annual AYP targets in both Math and English Language Arts (ELA).

Tables 2a and 2b provide information by subgroup for 2010-2011 illustrating the percentage of student's NOT scoring proficient or advanced in ELA and Math. However, in Math, Meadow Homes has shown growth and made AYP through Safe Harbor (SH).

Table 2a. Percentage of Students Not Proficient or Advanced in ELA							
School	All students	SED	EL	African American	Hispanic	SWD	Met All AYP Criteria
MDUSD	41.3%	67.8%	67.8%	58.4%	61.5%	60.8%	No
Meadow Homes	78%	73.3%	75.2%	58.3%	72.7%	86.7%	No
Oak Grove	71.8%	74.8%	79.5%	75%	76.1%	83.7%	No

Table 2b. Percentage of Students Not Proficient or Advanced in Math							
School	All students	SED	EL	African American	Hispanic	SWD	Met All AYP Criteria
MDUSD	39.4%	55.9%	55.7%	58.3%	54.2%	59.4%	No
Meadow Homes	41.5%	42.2%	42.1%	33.3%	41.4%	63%	Yes (SH)
Oak Grove	81.6%	83.0%	84.7%	82.1%	83.1%	84.8%	No

District. As described previously MDUSD, under the leadership of the Directors of School Support, Development and the SIG Support Administrator reviewed numerous assessment instruments with stakeholder groups to conduct the needs analysis. Their role was to compile, analyze and coordinate district and school data to help determine the intervention model for SIG Cohort 2 and to support each school team in conducting a site-based needs assessment. The process for analyzing the findings and determining the appropriate intervention model included various district and school-based meetings (described in detail on page 2), review of research-based and successful strategies and programs and alignment to MDUSD goals and benchmarks.

The needs assessment process allowed the schools to establish their priorities and timeline in implementing identified improvement strategies. The school was given sufficient operational flexibility such as staffing, calendars/time, and budgeting to

implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

Based on district as well as school-based needs assessments and in alignment with Cohort 1 SIG recipient schools, seven key areas of need were identified to improve student achievement in MDUSD schools. These seven areas should be used as a guide for SIG schools to determine which areas have the greatest needs for their particular school. MDUSD has chosen to address these needs using the Transformation intervention model because the required transformation activities (1) Developing and increasing teacher and school leader effectiveness, (2) focus on comprehensive reform strategies, (3) increasing learning time and (4) supporting operational flexibility are aligned to MDUSD needs. The Transformation model requirement is referenced in () below to the MDUSD identified needs.

1. Rigorous instructional program and practices (1, 2, 3)
2. Teacher collaboration, coaching and training (1, 2, 3)
3. Intervention programs and services (2)
4. Common assessments/data analysis (1, 2)
5. School climate/Parent involvement (3)
6. Improved English Language Development (ELD) program (2)
7. Increased instructional time (3)

Table 4, in section III, outlines these needs and the strategies and actions the schools propose to implement as part of their School Improvement Plan.

Core and complimentary to these strategies, the district will also continue to promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students and by empowering school leaders and staff to effectively analyze data to guide improvement efforts:

- Provide annual Data Profiles to each site, detailing results of CST and CELDT assessments.
- Fund OARS, the district's data management software and providing technical support and training in its use.
- Support the use of common benchmark assessments in Mathematics and English Language Arts (i.e. Curriculum Associates) at each elementary and middle school site.
- Identify and provide professional development for teachers on implementation of essential standards in ELA, Math and Science to support "best first instruction".
- Train site administrators and leadership teams in effective data analysis protocols so that benchmark data can be utilized to adjust instruction.
- Provide ongoing coaching and support to sites in understanding how to align assessment results with effective, responsive instruction and intervention.
- Train site administrators and leadership teams in assessment literacy (including effective use of formative/summative assessment; aligning assessments with essential standards; developmentally appropriate and bias-free assessment;

setting appropriate cut scores; ensuring reliability; and utilizing proficiency level descriptions).

- Provide coaching and support to principals in developing collaborative teacher teams in order to determine and meet the instructional needs of all students at the site.
- Use A Developmental English Proficiency Test (ADEPT) 3-4 times a year to determine students' English language development progress.

Meadow Homes Elementary and Oak Grove Middle school have identified core needs that must be addressed to ensure rapid turnaround. To provide more detailed information regarding these needs assessments, a brief description is provided below. A complete description is provided in the school's PowerPoint presentations outlining their Improvement Plans (see Attachments 3).

These stakeholder meetings and review of data helped to identify and determine the strategies and intervention model to be implemented at Meadow Homes and Oak Grove to support student achievement. In Table 3 an X indicates an identified need shared by the school and community.

Table 3. Needs of SIG Schools							
School	Rigorous instructional program and practices	Teacher collaboration /coaching and training	Intervention programs and services	Common assessment/data analysis	Increased instructional time	School climate/ Parent involvement	Improved English Language Development (ELD) program
<i>Meadow Homes</i>	X	X	X	X	X	X	X
<i>Oak Grove</i>	X	X	X	X	X	X	X

The School Improvement Strategies and Actions chart in section III on pages 16-19 describes the specific activities and efforts the schools will be taking in response to these areas of needs.

Meadow Homes. In partnership with the district team, the new Meadow Homes Principal, Mary-Louise Newling and her leadership team facilitated a site-based needs analysis. Their role was to compile, analyze and coordinate school data to help determine the intervention model for Meadow Homes and to support school staff, students and parents in conducting a site-based needs assessment.

Mary-Louise Newling was hired for Meadow Homes in August 2011. At the first staff meeting in August, all instructional staff was informed by the principal that the school had not been awarded a SIG from its earlier submission and that the district would reapply in Fall. At this time, Meadow Homes began the analysis process to determine needs and appropriate intervention model.

Based on the CST scores, it was determined that there had been considerable success with the implementation of BoardMath the previous year. Staff concurred that they were having difficulties teaching mathematics to students who did not understand

mathematical concepts. In an attempt to rectify this situation, staff voted to attend a presentation of ST Mind Math, and at the end of the presentation voted to have it be part of the math intervention offering at Meadow Homes. In addition staff also agreed that they needed to improve their own knowledge about certain mathematical concepts. Language Arts results were still far below those of mathematics, and to this end, all staff agreed that they needed a writing program, and to have professional development in balanced literacy and the use of intervention to enrichment strategies.

The leadership team gathered input on an assessment of site needs by grade level. Parent input was sought via the Parent Teacher Association meetings, the School Site Council, Pláticas meetings, and through the ELAC and Title 1 Meetings. Parents were adamant that they wanted their children to have access to enrichment activities and other core content areas such as science, social studies, music and art. They were interested in having educational assemblies, family nights in science, math and literacy, and instruction in using technology, as well as more education about how to help their children with schoolwork and how to increase their own opportunities for advancement. Furthermore, they wanted training and education for themselves about issues such as nutrition, citizenship and how to negotiate the school and health systems.

Meadow Homes engaged stakeholder groups in the development of their Improvement Plan. Meadow Homes identified six key strategies to improve student achievement and address the needs in table 3 and described above;

- **Strategy #1 Refine instruction in ELD, mathematics and language arts.** This would include providing all teachers with training in best teaching practices, in the use of new materials, and in improved content area knowledge. This would include lesson study protocols, training in Balanced literacy and training in teaching writing. (Aligned with district need to improve ELD program).
- **Strategy#2 Support for intervention to enrichment structures**, including training, hiring of additional staff, and acquiring new materials. (Aligned with district need for provide intervention programs and services).
- **Strategy #3 Working with a leadership and data coach** to provide in depth training for coaches, leadership support, and in depth training about how to make data based instructional decisions for targeted groups of students as mandated by level of proficiency. Due to union input that under SIG all teachers would be evaluated every year, the decision was made to add another instructional program specialist position. (Aligned with district need to increase collaboration, coaching and training).
- **Strategy #4 Parent education and partnerships.** Provide workshops and educational meeting for parents about how to help their students and how to access and negotiate the educational and health services in the area. (Aligned with district need to increase Instructional time and Parent involvement).
- **Strategy #5 Provide Increased learning time.** Extend the school day by 40 minutes daily. Develop a schedule so that all prep and enrichment class periods for any given grade level will be held on the same day. This will diminish passing time for students and will allow teachers to receive professional development during their

grade level collaboration day as opposed to having to provide substitute teachers. .
(Aligned with district need to increase Instructional time).

- **Strategy #6 Access to enrichment curriculum and electives.** Hire six additional teachers who will provide enrichment and additional core instruction in mathematics, responding to literature, social studies, visual and performing arts, environmental science, science and computer technology. This will allow for equitable access to electives and all core content areas for all students, and will also provide opportunities for reading across the content areas, which is totally aligned with the new language arts framework of the common core standards. The current prep offerings of music, library and physical education will continue. (Aligned with district need for intervention programs and services).

These six strategies will guide the school's efforts to ensure improved student achievement. Detailed school actions and activities are listed in table 4 and Form 10.2. Continued opportunities for collaboration will be facilitated to modify and monitor implementation over the three years of the grant. Attachment 1 lists planning meetings.

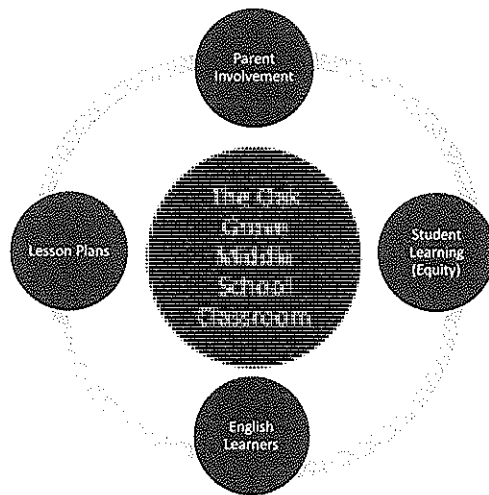
Oak Grove

In partnership with the district team, the new Oak Grove Principal, Lisa Murphy Oates and her leadership team facilitated a site-based needs analysis. Their role was to compile, analyze and coordinate school data to help determine the intervention model for Oak Grove and to support school staff, students and parents in conducting a site-based needs assessment.

Oak Grove Middle School is a unique school with a unique set of specified needs. Established in 1958 in an upper middle class neighborhood, Oak Grove Middle School, over time, has changed demographically to become a program improvement school. Oak Grove is fortunate to have a cadre of dedicated staff, parents and members of the community who focus on student success and build a climate for student support and parent involvement. The school has undergone transformation in the past and, as a SAIT II school in 2008, began the rigorous transformation process with a targeted focus on increasing instructional rigor. Oak Grove experienced a 64 point gain in their API in 2008-2009; however, the school remained on the Persistently Lowest Achieving Schools list.

In July of 2011, a new principal was hired to lead Oak Grove Middle School based on rigorous screening, interviews and collaborative conversations with parents, staff and members of the community. MDUSD gathered input on the essential experience, skills and instructional knowledge to move Oak Grove Middle School. With District support, the new principal began the process of reviewing and understanding the school's improvement plan, the SIG guide focus, professional development needs and turnaround strategies for school improvement efforts. Particular attention was paid to school culture, student assessment and monitoring and creating effective classroom learning environments. After thoughtful and collaborative conversations and analysis, Oak Grove established a theme to guide their work "Home of the Wildcats is GOING FOR GREATNESS! Inasmuch, the students, parents and staff have committed to high quality professional development, high quality instruction and high quality learning.

The chart below shows the Oak Grove Instructional Focus for 2011-2012.



Oak Grove has implemented a variety of instructional practices and programs. Based on numerous meetings and conversations with stakeholder groups as documented in attachment 1 Oak Grove has identified areas for improvement. Due to Oak Grove's need to have a target and focus on instruction for special education, English Learners, and African American students it is recommended that the school hire a site-based program specialist to support ongoing academic achievement. The school's theme, "Going for Greatness" will allow staff to focus on classroom instructional strategies such as checking for understanding, using academic language and creating equity in the classroom. Oak Grove will also continue to implement READ 180, increase focus on writing and oral language and develop AIMS and Reading programs with the idea to also pilot BoardMath. Data also indicates Oak Grove is not successfully meeting the academic needs of student subgroups. To remedy this achievement, via individual determinations or AVID, a research based program, Oak Grove would like to implement AVID to address the needs of persistently low achieving students.

The staff will continue to use Curriculum Associates for benchmark assessments and is familiar with looking at data and using data to drive instruction based on the requirements outlined in the SIG application. Programs such as Reading Intervention to increase Oral language and Academic Intervention in Math (AIMS) are a part of the master schedule will be implemented for student academic support. Furthermore, Oak Grove staff is using Explicit Direct Instruction strategies with meaningful and structured lesson plans that are turned in each Friday to the Principal or designee to monitor and support student learning and build teacher capacity.

Oak Grove has identified two key strategies to improve student achievement and address the needs in table 3 and described above;

- **Strategy #1: Implementation of Interventions for Students not at grade level proficiency.** Aligned with district need to provide rigorous instructional programs and practices, Intervention programs and practices, and Common assessments/data analysis.

- **Strategy #2: Increased learning time and creating a community-oriented school that supports academic, social and emotional needs of students.**
Aligned with district need to Increase instructional time and School climate.

These two strategies will guide the school's efforts to ensure improve student achievement. Detailed school actions and activities are listed in table 4 and Form 10.2. Continued opportunities for collaboration will be facilitated to modify and monitor implementation over the three years of the grant. Attachment 1 lists planning meetings.

II. Selection of Intervention Model. Mt. Diablo Unified School District's needs analysis described in section I. indicates district and schools need to make substantial changes to its practices for student achievement to increase.

One of the challenges districts face is that of developing coherence throughout the system. Mt. Diablo Unified School District's (MDUSD's) response to this challenge was to develop a guiding coalition of instructional leaders at the district office, with the express intent of providing support and guidance to all sites. In June 2010, the Superintendent created the new division of Student Achievement & School Support (SASS), so named to formalize the district's intent to prioritize achievement for all students and support for all schools. While MDUSD has been working on interventions, data analysis, coaching models, collaborative processes and articulation across the system over the last decade, the schools have shown improvement, but there is clearly a need for a more targeted approach to consistent leadership and effective instruction for all students. MDUSD will continue to strengthen, coach, and build capacity of teachers and administrators at these two schools as well as at the district office as part of the Cohort 2 SIG grant in order to ensure student learning and sustainability.

The Division of Student Achievement & School Support (Attachment 2 outlines the SAS organization chart) is charged with ensuring specificity and consistency of best practice through support and training of site principals and staff. Instructional practice that is rigorous, standards-based, and responsive to the needs of all students will be supported through staff development, walk-throughs with feedback, and monitoring. Data is analyzed in order to inform and adjust instruction. Shared leadership is encouraged throughout the system in order to provide sustainability of improvements. Furthermore, the SASS department is responsible and accountable for supporting schools in meeting district goals and benchmarks to improve student achievement and to close the achievement gap.

During the 2010-11 school year, the newly created SASS Department provided structured support and coaching to site principals and school leadership teams through Support Administrators, teacher leaders, facilitated monthly principal meetings and professional learning teams. The SASS Department identified three key areas to focus efforts during its first year of implementation; 1) Focus on English Learners, 2) Use Data and Assessment to Inform Instruction and 3) Develop an Effective Coaching Program for Support Site Leaders. These three areas are aligned to the Transformation model

required activities (Developing and increasing teacher and school leader effectiveness and Instructional reform strategies). Professional development in the areas of benchmark and standards-based assessment, data analysis process, essential standards, and school culture provided school leaders foundational knowledge on improving student achievement and built capacity to support change. Data was collected through principal surveys on the SASS Department's effectiveness and impact. Principals reported feeling more supported, accountable and equipped to move their school.

The SASS team actively participates in high quality professional development. One of which included eight days of the Influencers' Network, coordinated by Region IV System of District & School Support to build staff capacity and ensure sustainability of change. Any added team members to the SASS department will also participate in the Influencers' training, as it is available. The Influencers' Network was comprised of site, district and county administrators from around the region who have led successful change initiatives in their respective sites/areas. The purpose of the network was to share successful change strategies, explore high-leverage options for increasing student achievement, and gain insight from experts in the fields of education, assessment, and organizational culture. MDUSD administrators joined other school personnel from the region in seminars facilitated by:

- A. Tammy Heflebower, VP of Research and Development, Marzano Research Laboratory. Participants will gain knowledge and understanding of assessment types and purposes including:
- B. Mike Mattos, Author, Pyramid Response to Intervention. Participants will gain knowledge and understanding of systematic RTI processes, including:
- C. Anthony Muhammed, Author, Transforming School Culture. Participants will gain knowledge and understanding of dynamic relationships within school cultures and effective change strategies, including:
- D. Billie Donegan, Author, Coaching Reluctant Learners and national consultant on school reform. Participants will spend two days in facilitated collaboration/planning with team members and network colleagues. Teams will continue to develop and refine the district plan toward school reform.

Participation in the Influencers Network provided a common language, guide and support to MDUSD to create and reflect on local needs, develop an action plan, and assess and monitor impact. It provided staff with a common language, networking opportunities and capacity to support school improvement. To ensure continued sustainability, during the 2012-13 school year, the SIG Support Administrator, Oak Grove Principal and School Team will also participate in Cohort 3 of the Influencers Network primarily focusing on the Secondary level.

Additionally, the SASS team completed ACSA's CLASS (Coaching Leaders to Attain Student Success) three-day training program. This program is based upon the New Teacher Center's research-based approach to coaching educational leaders, and prepares participants to provide intensive and individualized support to both new and

experienced principals. The CLASS model is being used as a framework for the MDUSD Coaching Program.

MDUSD has embraced the recommendations of Togneri (2003)², in her key findings of the Learning First Alliance, *Beyond Islands of Excellence*. Creating a system of success has involved creating the will in the community to begin instructional reform. Superintendent Lawrence has engaged all stakeholders in the discussion of solutions to the poor performance experienced by some students in the district, particularly those who are poor, minorities, or English language learners. He has put in place a system-wide approach to improving instruction through the use of data-based decision making, comprehensive staff development planning, and leadership development. District staff is charged with training, coaching and supporting site leaders and leadership teams. Principals are charged with becoming instructional leaders, responsible for the proficiency of their teachers and the achievement of their students. Teachers are charged with providing the best first instruction and the earliest possible intervention for all students. The expansion of leadership will extend to parents and community members. MDUSD intends to support schools, plan collaboratively and reflectively, and translate a vision of success for all students into improvement for staff, communities, and students. These existing reforms parallel the requirements necessary for compliance of the Transformation model of school turnaround. As a result the District has selected this model of reform for both Meadow Homes and Oak Grove.

In accordance with SIG requirements, the Mt. Diablo Unified School District (MDUSD) made the decision to replace the principals at both Meadow Homes and Oak Grove Middle. Conversations were held with the Assistant Superintendent of Student Achievement & School Support (SASS), appropriate Directors (Elementary or Secondary Support) and then 2010-11 school year Principals. The schools' staff and parent community were informed at site meeting of the change in leadership for the 2011-12 school year. Meetings were then facilitated at the school site by the Assistant Superintendent of SASS and Director of Personnel with school staff and the parent community in April 2011 to gather input on essential skills and strengths the incoming principal should possess. An internal interview process was conducted as well as positions posted in EdJoin, EdCal and local universities to advertise for the position. MDUSD developed a rigorous screening process to identify individuals who had the skills, knowledge and leadership to make rapid growth and build staff capacity as well as the essential experience, skills and instructional knowledge to move these two schools. In July 2011, MDUSD successfully hired two new principals to lead the school improvement efforts.

Starting in July 2011, the new principals met with site Leadership Teams, school staff and parent groups (ELAC, Site Council, CARE Team) to build relationships, identify needs, review school improvement plan and next steps for the beginning of the 2011-12

² Togneri, Wendy, *Beyond Islands of Excellence: What District Can Do to Improve Instruction and Achievement in all Schools*. Learning First Alliance, 2003.

school year. New principals (and appropriate Director) and the SIG Administrator also reviewed the school's Improvement Plan and the SIG requirements to focus professional development and expenditures for the school.

Professional development and support has been provided to the new principals on best practices in turnaround strategies, school improvement efforts, school culture and monitoring and assessment by the SASS Department.

As described above as well as in each schools description of needs, the role of the partners in the selection of the implementation model process was very intensive. They gathered numerous times to review standardized and formative assessments with the school staff, identify the strengths of the current program, review research and information on high performing schools, decide on a school improvement model, and to develop a rigorous school improvement plan.

MDUSD has based its plans for systemic improvement toward student achievement on research that has been gathered over the past fifteen years on successful district reform. Four common elements of reform were detailed by Supovitz (2006)³, in his case study of the reform effort in Duval County, Florida:

- 1) Develop a specific vision of what high quality instruction in the classroom looks like;
- 2) Build the commitment and the capacity of principals and teachers to carry out the instructional vision;
- 3) Construct systems to provide timely data that can be used both to inform instructional practice and to monitor implementation of the instructional vision; and
- 4) Build the capacity of all staff to deepen their professional expertise and understanding of instructional excellence and collaborative practice

Based on district as well as school-based needs assessments and in alignment with Cohort 1 SIG recipient schools, seven key areas of need were identified to improve student achievement in MDUSD schools. These seven areas have been used as a guide for SIG schools to determine which areas have the greatest needs for their particular school. MDUSD has chosen to address these needs using the Transformation intervention model because of their alignment to the required transformation activities which include: (1) Developing and increasing teacher and school leader effectiveness; (2) focus on comprehensive reform strategies; (3) increasing learning time and; (4) supporting operational flexibility are aligned to the identified MDUSD needs.

Furthermore district leadership, staff, teachers and parents believe:

- The model provides greater flexibility to intensify current practices which have shown positive student achievement results over the past year.

³ Supovitz, J. A. *The Case for District-Based Reform*. Harvard Education Press, 2006.

- There are pockets of strong instructional capacity with a substantial number of current staff members who have been fully trained in rigorous instructional practices, such as Culturally Responsive Teaching, Explicit Direct Instruction, Response to Intervention (RtI), BoardMath, and BoardLanguage, over the past year.
- There is evidence of positive growth in response to recent improvement efforts, such as weekly teacher collaboration, a focus on the cycle of inquiry/data analysis, the use of common assessments and essential standards
- There is a high degree of community commitment and involvement at these sites.

MDUSD identified needs are listed below and the Transformation model requirement is referenced in ().

1. Rigorous instructional program and practices (1, 2, 3)
2. Teacher collaboration, coaching and training (1, 2, 3)
3. Intervention programs and services (2)
4. Common assessments/data analysis (1, 2)
5. School climate/Parent involvement (3)
6. Improved English Language Development (ELD) program (2)
7. Increased instructional time (3)

Table 4, in section III, outlines specifically these needs as well as the strategies and actions the schools propose to implement as part of their School Improvement Plan.

III. Capacity to Implement Selected intervention Model. MDUSD has the capacity to use the SIG funds to provide adequate resources and related support to both Meadow Homes and Oak Grove in order to fully and effectively implement all required activities of the Transformation model. MDUSD has high quality staff at both the district office and at the schools site to support the Transformation model.

MDUSD also has recently developed a positive and collaborative working relationship with its teacher union, Mt. Diablo Education Association (MDEA) as evidenced by an 2011 MOU to implement performance based teacher evaluation and increase instructional time at the three existing SIG Cohort 1 schools. These schools include, Bel Air, Rio Vista and Shore Acres Elementary. MDEA and MDUSD staff has drafted a similar MOU to support the proposed Cohort 2 SIG schools.

MDUSD School Board is in strong support of the current and proposed SIG Cohort 2 application and is committed to eliminating barriers and facilitating full and effective implementation. On November 8, 2011, MDUSD School Board unanimously approved the submission of the SIG. Strong support from staff and parents was shared during the countless stakeholder meetings at both schools and at the school board meeting as well as evidenced by the letters of support. Furthermore, as documented in the SIG Form 10.2 Implementation Chart, MDUSD has the ability to begin implementing the Transformation model fully and effectively beginning of the 2012-13 school year.

With the submission of the SIG Cohort 2 application, MDUSD will have all applied for all eligible Tier I schools.

MDUSD will use the SIG funding and all other available resources to implement the "transformation" model and to support implementation of the proposed school improvement plan. These activities are also outlined in the "School Improvement Strategies and Actions" on pages 16-19 as well as in the individual school Implementation Timelines Form 10.2. The overarching strategies include:

1. Developing and increasing teacher and school leader effectiveness,

- Develop and strengthen the Student Achievement & School Support (SASS) Division at the district office to support the implementation of the school's Improvement Plan, build leadership capacity within the system and provide professional development and coaching to schools. Each member of this division will receive intensive training in organizational development and strategic planning, coaching and leadership skills, high-leverage instructional practices, assessment literacy, and effective systems of intervention.
- Provide an intensive system of professional development and coaching to the two SIG principals, site leadership teams and SASS staff in the areas of leadership, data analysis and assessment, integration of technology, effective interventions, school culture, BoardMath and BoardLanguage, and walk-throughs with feedback to support implementation of improvement strategies and capacity of staff.
- Provide support and training for staff to help schools identify professional development needs based on student assessment data, ensure collaboration time for staff is built into the work week, and facilitate and/or schedule training opportunities.
- Assist schools in developing personnel to support implementation, coaching and monitoring of interventions at the school site. A coaching cadre will meet regularly to ensure that all site coaches have access to professional development aligned with district initiatives and an effective support system to allow them to provide consistent and timely assistance to their school.
- Facilitate and support the implementation of the performance based Teacher evaluation for the SIG schools using the Formative Assessment for California teachers (FACT) model in partnership with the Mt. Diablo Education Association (MDEA).
- OARS (student assessment and reporting system) will be used to organize formative, summative and benchmark assessments.

2. Focus on comprehensive reform strategies,

- Continue to support and implement district-wide Essential Standards for Math, ELA and Science K-8. Currently, Performance Level Descriptors for Math and ELA have been created at the elementary and middle school levels and pacing guides will be readjusted accordingly. Formative assessments are currently being created that address the essential standards. A revised elementary standards-based report card is currently being developed. Professional development and support to schools on implementation will be provided.

- Provide effective professional development and coaching to teachers on high leverage strategies for English learners (checking for understanding, explicit teaching of academic vocabulary and oral language practice strategies) to ensure “first best instruction”.
 - Assist schools in identifying effective English Language Development (ELD) lessons and programs, and provide training for teachers to support the increase of ELD time at each of the schools from 30 minutes a day to 45 minutes a day.
 - Provide interventions to students not at grade level.
- 3. Increasing learning time**
- Facilitate agreements with collective bargaining units to increase the instructional day by 40 minutes each day which includes a 14% increase to the salary schedule for teachers at the SIG schools. MOU is currently in place for Cohort 1 schools and a draft for Cohort 2.
- 4. Supporting operational flexibility**
- Contract with an outside entity such as Region IV System of District & School Support consultants (R4SDSS) or any regional County Office of Education that is able to provide training, coaching and support to build staff capacity and provide sustainability as needed.
 - Assist principals in hiring teachers and coaches to support implementation of improvement plans as well as negotiating with collective bargaining units to extend the learning time after school and during the summer and modify or provide flexibility in hiring and transfer of teachers for SIG schools.
 - Assist and monitor expenditures at the two schools to ensure alignment and coordination among funding and the improvement plan.

MDUSD's capacity to implement the Improvement Plans and SIG includes ongoing dialogue, training, monitoring and regular communication with collaborative partners both at the school site level and district level. These partnerships will ensure all stakeholders continue to be involved and informed of the efforts of the school and progress being made via School Site Councils, English Language Advisory Committee (ELAC), Parent meetings and School Board meetings.

The School Improvement Grant (SIG) School Support Administrator and secretary will support and serve as the primary contact for implementation, program evaluation, and expenditures under the supervision of the Directors of SASS. Under the direction of the SIG Administration and in conjunction with site Administrators we will begin pre-implementation activities once awarded. These could include; holding community meetings at two participating schools (Meadow Homes and Oak Grove), conducting a rigorous review process to select external providers, recruiting and hiring of staff, providing remediation and enrichment to students and high quality professional development for staff, working with collective bargaining units and purchasing materials, software and hardware to support the transformation plan.

The SIG funds will pay for the continuation of one FTE (full time equivalent) School Support Administrator to support the Cohort 2 SIG schools. Two teachers on special

assignment will be hired to support the FACT teacher evaluation process in year one and to continue to support and mentor onsite coaches and provide training and each school in year two and three. The FACT coach was negotiated with MDEA (teachers union) to assist with the implementation of the performance based teacher evaluation in year one. A Program Specialist, Technology and a Site Technician III will also be hired to support and coach teachers to strengthen use and integration of technology to support instruction, engagement and students not at grade level. The current Directors of the Student Achievement & School Support Division (SASS) will monitor the SIG grant implementation.

A detailed outline of the strategies and actions of each school, alignment to the identified needs in section II and the relationship between the Student Achievement & School Support (SASS) Division and External Entities is provided below in Table 4.

Table 4. School Improvement Plan Strategies and Actions

**Student Achievement & School Support (SASS) and External Entities will provide (T) training, (C) coaching and (S) support via facilitation of meetings, walk throughs, recruitment and resources to SIG schools.*

Strategies & Actions based on Need	Meadow Homes	Oak Grove	LEA
Developing and increasing Teacher and School leader capacity (transformation requirement)			
<i>Rigorous Instructional Program</i>			
Data Review Days	X	X	
Instructional Program Specialists	X (.5 FTE)	X (1.0 FTE)	
Coaches to support teachers	X	X	
Purchase white boards to teach BoardMath and BoardLanguage		X	
High leverage strategies (checking for understanding, academic vocabulary)	X	X	
Program Specialist, Technology			X
<i>Teacher Collaboration/Coaching/Training</i>			
SIG Administrator			X
Regular teacher collaboration time for planning/data analysis (<i>Cycle of Inquiry</i>)	X (during Wheel schedule)	X	
FACT Coach	X	X	
Use of FACT performance based teacher evaluation model	X	X	
Coaches	X (Math/EL)	X (Math/Literacy)	
Teachers on Special Assignment			X

Strategies & Actions based on Need	Meadow Homes	Oak Grove	LEA
Wheel Enrichment Teachers	X (6)		
Computer teacher		X (.50 FTE)	
Sr. Secretary			X
Network Technician III			X
Professional development prior to school/summer	X	X	X
Training in:			
Contract for EDI training (Dataworks)		X	X
Literacy Training (WRITE Institute Lead Trainer Program)	X	X	
AVID		X	
NABSE (National Alliance of Black School Educators)		X	
ASCD (Association of Supervisors for Curriculum Development)		X	
CABE (California Association for Bilingual Educators) Conference	X	X	
Summer Training for Staff	X	X	
Contract with trainers to address Sustainable Systematic Change	X (coaching, Rtl, Data analysis)		
Equity, disproportionality and school climate training	X	X	X
Master Schedule training to support transformation		X	X
Japanese lesson study model training	X		
Western Region SIG Conference	X	X	X
Effective Walk throughs	X	X	X
Instructional Reform Strategies (transformation requirement)			
Common Assessments/ Data Analysis			
Use of Curriculum Associates benchmark assessments	X	X	
Development of formative assessments	X	X	
Develop Performance Level Descriptors	X	X	X
Update Literacy Assessment	X		
Scholastic Reading Inventory (SRI)		X	
Align and calibrate adopted curriculum with essential standards	X	X	

Strategies & Actions based on Need	Meadow Homes	Oak Grove	LEA
<i>Interventions Based on Assessment</i>			
Intervention Specialist Teacher	X (2)		
Wheel Enrichment Teachers	X (6)		
Summer School/Early Back Program	X (Lab School)	X (Level-Up Academy)	
Instructional Bilingual Assistant	X		
Increased librarian and instructional media asst. position time	X		
Supplemental Writing Program	X	X	
AIMS curriculum		X	
Support Reading Program		X	
Gate Activities		X	
Math manipulatives		X	
Accelerated Reading (AR) Program		X	
Read 180		X	
System 44		X	
Purchase and use of Computers on Wheels (COWs)/Computer lab		X	
Increased computer time		X	
<i>School Climate/Parent Involvement</i>			
Equity focus	X	X	
Opportunity Room		X	
Community Services Assistant	X (1.0 FTE)	X (1.20 FTE)	
Classroom libraries of culturally relevant literature & Non-fiction	X		
PIQE		X	
Homelink (<i>online posting of student work/progress</i>)		X	
Annual Parent Information Night		X	
Family Nights & Tool Kits	X	X	
Annual Parent-Teacher Forum	X		
Reward/recognition program		X	
<i>English Language Development (ELD) Support</i>			
Guided Language Acquisition Development (GLAD) training and strategies	X		
Engagement Strategies	X	X	
Coordinated CARE Team	X	X	

Strategies & Actions based on Need	Meadow Homes	Oak Grove	LEA
Instructional Reform Strategies (transformation requirement)			
<i>Instructional Time</i>			
Increased 40 minutes to the instructional day	X (7,206 extra minutes/yr.)	X (9,330 1 st -5 th and 3,615 K/yr.	
Tier 3 Intensive ELA support with a 3 period block totaling		X	
Strategic math support-two-period math block (110 minutes)		X	
<i>Enrichment</i>			
Wheel Enrichment rotation	X		
College visits		X	
Enrichment field trips		X	
Service learning		X	
Athletics		X	
CARES After School Program	X	X	
<i>Collaboration</i>			
Teacher collaboration time	X	X	
Operational Flexibility (transformation requirement)			
Support site leaders in priority hiring	X	X	
Work with external technical support to build staff and school leader effectiveness	X	X	
School site teams in development of schedules and budgets to support school improvement plan efforts.	X	X	

There will be a two-tiered support system for the two SIG schools. Each site will receive direct support from an assigned School Support Administrator (a member of the Student Achievement & School Support division). This district administrator will (1) provide direct coaching to the principal in effective use of student data, appropriate walkthrough and feedback strategies, and skillful monitoring of instructional programs, and (2) act as a liaison with the district office, serving to access and coordinate services and support needed by the school. In addition, the SASS department will support SIG schools by providing coaching support to schools as they build effective instructional programs and intervention programs

Each site will also benefit from continued coaching, training and technical support provided by consultants from Region IV System of District and School Support (R4SDSS). Attachment 7 outlines the MOU with R4SDSS. Teachers and leadership teams will be offered ongoing training opportunities provided by (R4SDSS). With this coordinated approach to training and support for district leadership staff, site

administrators and school leadership teams, MDUSD believes that all members of the system will gain the essential skills needed to fully and effectively implement all required activities of the transformation model. R4SDSS will provide coaching and support in the following areas in response to the needs identified in section one; Leadership development and support, Strategic, reflective planning, Rigorous standards-based instruction, Implementation support and monitoring, Common assessments/data analysis, Early intervention/response to intervention.

Mt. Diablo Unified School District's Student Achievement & School Support Division will develop and deliver a comprehensive system of support for instructional excellence, effective assessment, and accountability for student success at all sites. This will be achieved by implementing the following professional development to MDUSD staff to build capacity and ensure sustainability beyond the three years of the grant.

1. Leadership Practice Seminars

All SASS administrators, site principals, and co-administrators will participate in individual coaching by external entities addressing: leadership practice; group process and organization development; change leadership and organizational conflict management; facilitation skills; goal setting and strategic planning.

2. District Office Staff Training

The administrative team of the SASS division will participate in the leadership training described above and in addition will have five days of training in the summer of 2011 facilitated by consultants. These training days will focus on monitoring high-impact strategies for success (BoardMath and BoardLanguage); conducting effective walk-throughs and giving feedback; assessment literacy; and data analysis protocols.

2. District office and Site Staff Training

The remaining SASS team as well as the Oak Grove site team will participate in Cohort 3 Influencers Network (described above). Training will be provided by Tammy Heflebower, VP of Research and Development, Marzano Research Laboratory, Mike Mattos, Author, *Pyramid Response to Intervention*, Anthony Muhammed, Author, *Transforming School Culture* and Kenneth Williams, Marzano Research Laboratory and Solution Tree Associate and contributing author of *The Collaborative Administrator: Working together as a PLC*.

3. Common Assessments and Data Analysis Protocols

Sites will continue to administer common benchmark assessments (Curriculum Associates) in September, November and February. During the 2010-11 school year, as part of a district-wide effort at all elementary schools, Meadow Homes and Oak Grove began this process and received targeted coaching and professional development. All elementary and some middle school principals and their leadership teams participated in two observation sessions followed by three full-day data analysis protocol sessions (analysis of site data to be utilized in setting goals and targeting/refining instruction based upon student need). Cohort sessions were facilitated by Region IV consultants and MDUSD Administrators of SASS. School

leadership teams shared the data analysis with their site teams in order to adjust instruction/intervention at the site. Ongoing support to the sites in interpreting and applying the results of student data was provided by SASS administrators and R4SDSS consultants. During the 2011-12 school year, continued professional development for school staffs will ensure the ongoing effective use of common assessment and data analysis protocols to inform instruction and interventions. Furthermore, training will be facilitated on the development of Performance Level Standards or Proficiency Scales to be used for formative assessments.

4. Intensive Support to Strategic Focus Schools

Five schools including Cohort 1 SIG schools (Bel Air, Rio Vista, and Shore Acres) and Cohort 2 SIG schools (Meadow Homes and Oak Grove), will receive intensive support and coaching and will be developed as demonstration sites. Walk-throughs and feedback sessions will be led by SASS staff and will focus on design of boards (BoardMath and/or BoardLanguage); delivery of effective Board instruction; clarity of standards-based learning objectives; and student engagement strategies. Walk-throughs will be followed by feedback sessions with individual teachers and whole staffs. SASS staff will also assist principals in ongoing data analysis and instructional monitoring.

5. Site Support

Every site principal will be assigned a School Support Administrator for coaching, assistance and support. Regular (bi-weekly) meetings at the site will provide opportunities to discuss and monitor implementation of site plans for student success. SASS Administrators will meet weekly with their directors (Director of Elementary and Director of Secondary) to discuss and determine response to site needs, including technical assistance, resources, and staff development.

All eligible Tier I and II MDUSD schools are or have been (cohort 1) included in a School Improvement Grant application. No eligible schools have been excluded from the grant application.

MDUSD's rationale for not selecting the *school closure* model was based on the fact that the District recently closed two schools at the end of the 2010-11 school year. The impact to the community and on staff transfers, bumping and placements influenced the decision to not close another school at this time. Neither of the proposed cohort 2 schools is being considered for school closure at this time. The rationale for not selecting the *turnaround* model was based on (1) the District not currently having an agreement with collective bargaining units on the process to replace 50% of staff as well as (2) Current and recent layoffs in addition to a high probability that one of the district's comprehensive high schools will become a Charter School in 2011-12 offer greater challenges to filling the vacancies from removal of staff, i.e. teachers are rehired from layoff according to seniority and not based on commitment and/or well-matched skills and training. Lastly, the rationale for not selecting the *restart* model was based on (1) Not having sufficient time to investigate and conduct a rigorous charter selection process and (2) There has not been ostensible interest in these communities for charter schools.

IV. Recruitment, Screening, and Selection of External Providers. MDUSD has identified the following potential external providers to support implementation of the Transformation model to Meadow Homes and Oak Grove. If awarded the SIG Cohort 2 grant, district and school staff will convene a panel to interview each provider to assess services, alignment to district/school needs, and record of effectiveness. Furthermore, annually MDUSD reviews, screens and selects the best external providers to support school improvement efforts. Contracts are approved on an annual basis and staff review effectiveness, impact and quality and make changes accordingly. Below is a description about the potential external providers and the process for ensuring their quality, experience and record of effectiveness. **Resource Development and Associates (RDA)** is proposed to conduct the outside evaluation of the SIG Cohort 2. RDA currently serves as the evaluator of the SIG Cohort 1 grant in addition to many other grants (After School Education and Safety Grant, 21st Century Community Learning Centers, Tobacco Use Prevention Education grant) for the district. Their ability to provide detailed, relevant and comprehensive analysis of program impact and effectiveness has provided MDUSD with over 12 years of high quality evaluations. Their ability to support district leaders, teachers and parents with a "reader friendly" document that helps practitioners understand high leverage strategies and activities that have impacted student achievement and engagement has supported thoughtful program modification and improvement.

Region 4 System of District and School Support (R4SDSS) is proposed to provide technical support and training to the SASS department and SIG schools in an effort to build internal capacity and skills. R4SDSS has been working with MDUSD since 2007 and has demonstrated a record of effectiveness and capacity building. They provide high quality professional development and coaching to introduce and support data analysis and high leverage instructional strategies while effectively helping to build an internal system to ensure sustainability beyond their contract. This record of effectiveness in supporting schools is documented by rapid growth in student achievement at Delta View Elementary School (an elementary school in MDUSD), the demonstration site developed by R4SDSS which saw over a two-year period, a school-wide API gain of 149 points reflected significant improvement in achievement in both Mathematics and English Language Arts among all students. In addition R4SDSS supported the transformation of MDUSD's Curriculum and Instruction Department to district's Student Achievement & School Support Division established in August 2010.

The schools are also proposing to contract for professional development services with potentially the WRITE Institute for literacy training, Explicit Direct Instruction (EDI), Equity and School climate training, and DataWorks to build skills and ensure sustainability of change. As mentioned above, all contracts are reviewed and modified annually dependent on need and effectiveness and are required to have liability insurance, fingerprinting and DOJ clearance.

V. Align Other Resources with Selected Intervention Model. Mt. Diablo Unified School District (MDUSD) has identified all federal, state, or private resources that are

currently available to the schools that will be used to support implementation of the selected transformation intervention model. These resources are described below. Included are resources and services provided by the district and/or collaborative partners and clearly align with the district's needs analysis and appropriately support each school's implementation plans. Quarterly review and dialogue with site principals about the implementation and expenditures of SIG and other funds that support their School Improvement Plans will be done with the Student Achievement & School Support Division. MDUSD will ensure district resources will be coordinated with SIG funding to ensure maximum effectiveness in the use of all resources.

Funding sources include:

- **Federal Title I** (\$1,095,923 at sites) and while available, to support professional development, staffing, purchasing of instructional materials, parent education and summer school programming. District Title I funds support CARES After School Program teachers and interventions at these sites (\$23,600). Both schools are Title I schools (Meadow Homes and Oak Grove) and designate \$11,800 each to support after school academic services.
- **Economic Impact Aid (EIA)** funds (\$3.2 million for the district) supports ADEPT and CELDT assessment, training, Systematic English Language Development (ELD), supplemental materials, and ELD teachers. The schools have \$473,000 to support after school tutoring, instructional resources to support ELD and sheltered instruction, supplemental sections at the secondary level and hire community service workers.
- **School Library Improvement Block Grants (SLIBG)** funds (\$103,326 at the sites) provide supplemental materials and supplies and support Site Technicians.
- **California Department of Education's (CDE) After School Education & Safety (ASES) and federal 21st Century Community Learning Centers grants** (\$591,300 at these sites) support the implementation of comprehensive after school programs every school day and during summer at each of the two SIG schools. ASES funding pays for staff, professional development, materials and tutoring for students.
- **First 5 Contra Costa School Readiness Grant** provides preschool programs to students at the elementary schools. In 2010-11 Title I funds (\$40,000 for Meadow Homes) will support preschool programs due to reduced First 5 funding.
- **State Prop 98 hourly intervention funds** will be used to fund teachers to provide targeted academic intervention for at-risk students as part of the after school program. This funding is part of Tier III categorical flexibility and is very minimal until 2013.
- **Federal USDA** funds will provide for daily snacks (.50 a day x 220 days) for the 2,200 students attending the 18 district operated after school programs (\$36,190 for the two SIG schools) and USDA's Network for Healthy California funds (\$33,364 for the two SIG schools) supports cooking, nutrition, physical activity and garden programs.
- **Community Development Block** grant funds (total of \$10,000) at the two schools supports expanded enrichment opportunities for students.
- **Supplemental Education Services (SES)** funding provides resources for

students to receive intensive academic intervention while also participating in the CARES After School Program. Mt. Diablo CARES has been an approved SES provider since 2004 and was recently re-approved in May 2010.

- **State CBET** funds support English as a Second Language (ESL) classes and other adult education programs.
- **Title II Class Size Reduction** (\$420,000) and **Professional Development** (\$700,000) funds to reduce class size, provide training and release days for teachers to improve instructional practice.
- **State Teacher Credentialing Block** grant (\$704,000) supports the Peer Assistance and Review (PAR) and Beginning Teacher and Assessment (BTSA) programs that assist new and veteran teachers with one program specialist and nine coaches district-wide.
- **Federal Title III** funds (\$658,300) provide personnel at the Assessment Center to support CEDLT and ADEPT testing, and Guided Language Acquisition Development (GLAD) training and personnel.
- **Gifted and Talented Education (GATE)** funds (\$1,383 at the two sites) support enrichment opportunities and training for teachers.
- **English Language Acquisition Program (ELAP)** funds support EL support, curriculum and tutoring.
- **Adult Education** resources and programs (\$20,000) provide training and parent education to SIG schools and support the preschool programs at the three elementary sites.
- **The Student Achievement & School Support Division**, headed by an Assistant Superintendent and comprised of two Directors, one Assistant Director, five Administrators of School Support and 6.5 FTE clerical staff provides support, coaching, supervision and monitoring to the schools. Resources (\$1,355,000) from General Fund, Title I, II, EIA and Teaching American History Grant support this division.

As described above, MDUSD has recently approved a major reorganization of its Curriculum and Instruction Department which began in the fall of 2010. This department is renamed the Student Achievement & School Support Division (SASS). The purpose of this change was to refocus efforts and realign resources (human and financial) at the district office in order to provide targeted, strategic coaching and support to site leaders. The overarching goal is the achievement of effective learning climates at all sites, proficiency in literacy and numeracy for all students, and consistent instructional programs leading to graduation from high school with readiness for post-secondary education. Job Descriptions for key positions are included as Attachments (5 a-e)

VI. Align Proposed SIG Activities with Current DAIT Process. Not Applicable

VII. Modify LEA Practices or Policies. Mt. Diablo Unified School District (MDUSD) will work with collective bargaining units to identify practices and policies to support the school's Improvement Plans and transformation strategies. These include; collective bargaining agreements, distribution of resources among schools, parental involvement policies and practices, school attendance areas and enrollment policies and

agreements with other external service providers.

Staff has identified the existing MDUSD contract language or Education code provisions that address issues proposed in the transformation model and the school improvement plans. The current contract language includes direction on:

1. Transfers and allowing for voluntary movement to sites. There is a reference in the contract to the district's right to impose an involuntary transfer of teachers based on program and district needs. *Ed Code section 44938* (Notices of Unsatisfactory Performance) and contract language relative to the Peer Assistance and Review Program *provide a mechanism for documenting, supporting, and if necessary, terminating the employment of underperforming teachers who do not demonstrate significant and sustained improvement in their teaching practices.*
2. Staff approval in the areas of schedule, hours of instruction and minimum minutes, changes must be accomplished by May of each year.
3. Evaluation being a process of encouraging professional growth and addressing teachers who are not performing adequately.
4. *Ed Code section 44951* allows for the district to replace the principal who led the school prior to commencement of transformation model.

In order to ensure successful implementation of the proposed strategies and actions described in each school's improvement plan and in the transformation model MDUSD has identified the following policies or practices that will need to be revised over the three year grant through negotiations and/or memorandum of understanding (MOU):

- Teacher preparation time flexibility to allow for common preps, English Language Development (ELD) rotations, and supplemental intervention;
- Extending the school day to increase core instruction, enrichment and teacher collaboration.
- Use of rigorous, transparent, and equitable evaluation systems for teachers and principals that takes into account data on student growth as a significant factor;
- Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority; and
- Offering fiscal incentives or stipends which change the salary structure

MDUSD has successfully worked with the Mt. Diablo Education Association (MDEA) to create an MOU for the Cohort 1 SIG schools and a draft for Cohort 2 schools to increase the school day, provide compensation for this increase, flexibility for teacher collaboration and supplemental intervention and to implement a performance based teacher evaluation. (See attachment 4 Draft SIG Cohort 2 MOU agreement with MDEA).

MDUSD Policies/practices that would also need to be modified include:

- 1) Using common assessments as a staff – each teacher would be expected to fully participate.
- 2) Currently, there is a coach job description. The district must monitor the hiring, training and usage of these coaches at the site.

MDUSD has successfully worked with the Mt. Diablo Education Association (MDEA) to create a coach job description that outlines clear roles and supports to teachers. As

defined by MDUSD a coach provides support to teachers and a teacher provides direction instruction to students. Attachment 5 includes job descriptions for coach and instructional intervention teacher. Both Meadow Homes and Oak Grove schools have also implemented the use of common benchmark assessments using Curriculum Associates and have begun developing common assessments by subject area and standard.

MDUSD's rationale for selection of these practices or policies is in large part driven by the strategies and actions proposed in the school or schools' improvement plans, and feedback from principals, teachers and community. Each of the policies and practices proposed to be modified are directly related to a need identified in the school's improvement plans.

MDUSD's plans and process for revision will include input from key stakeholders including parents and collective bargaining units. These processes include discussions with the staff, negotiation teams (Mt. Diablo Education Association (MDEA), CSEA-Classified and Secretaries, Local One-Maintenance and Operations), parents and the community through existing committees. These committees meet on a monthly basis and more often when new contracts are being written. These committees will review, modify and recommend changes to current practices and policies presented and then will be brought to the school board for action.

Staff believes the district has the capacity to modify and revise practices and policy and ensure changes are made within the three years. Support from the district could include:

- Coordinating services the district offers, such as transportation schedules to support an extended day,
- Providing guidance to site administrators in how to use contract language and articles effectively.
- Providing support on how to coach and evaluate staff effectively.
- Developing a rigorous equitable evaluation system. What is sometimes missing is the capacity of the site administrator to use those tools effectively and to confront the teacher who is not performing their duties. The newly formed SASS Division and the Personnel Department could assist with training and support in the area of evaluations and coaching.
- Using the tool of Peer Assistance and Review (PAR) to support teachers who are under-performing. MDUSD would have to negotiate language regarding a process around transferring teachers from and to sites included within the SIG.
- Review the district's recruitment and hiring practices to explore how only highly qualified teachers would be assigned to low performing schools. MDUSD will work with the union to give low performing schools advantages in hiring teachers first.
- Explore working with the state department of education and support any efforts on the part of the legislature to offer schools more flexibility on layoff procedures in an attempt to avoid losing the first and second year teachers. This would bring stability to the lower performing schools whose staff have less years of service and are more affected by layoffs.

- Modifying Board Policy on hiring practices to include a statement on only hiring highly qualified teachers at the lower decile schools. The California Department of Education recently sent the district a report in March noting that the district needed to add this information to MDUSD board policy on hiring because it is in Compliance Monitoring program (CMIS) under the state department of education.
- Incentives, stipends and flexible work conditions can be offered using the categorical funds such as professional development opportunities or materials to support instruction. Additional financial incentives would need to be discussed with the teachers union.

MDUSD has begun conversations with collective bargaining units as new contracts are being negotiated for the 2011-13 school years. In August 2011 MDUSD and the teachers union Mt. Diablo Education Association (MDEA) agreed to a MOU outlining for the SIG Cohort 1 schools an increased instructional contract day and a performance based teacher evaluation. A draft agreement for Cohort 2 can be viewed in Attachment 4. These essential areas listed above will be included in the conversation to ensure MDUSD meets the needs of students as well as the requirements of the SIG grant.

MDUSD has also recently revised and received Board approval in June 28, 2011 on its Local Education Agency (LEA) Plan as part of Cohort 1 SIG. As required by SIG Cohort 2, the Single Plans for Student Achievement (SPSA) and LEA Plan will be updated and revised to ensure alignment with the SIG application for each funded school upon approval of the application by the State Board of Education (SBE).

VIII. Sustain the Reforms after the Funding Period Ends

Mt. Diablo Unified School District (MDUSD) intends to implement the waiver to extend the funding period through September 30, 2015. MDUSD has identified the following resources that will be used to sustain the selected intervention(s) after the SIG funding period expires for each participating school. MDUSD will use the following funding streams to support and sustain the transformation model. They include and were described in detail in section V: Federal Title I, Economic Impact Aid (EIA), School Library Improvement Block Grants (SLIBG), California Department of Education's (CDE) After School Education & Safety (ASES) and federal 21st Century Community Learning Centers grants, First 5 Contra Costa School Readiness Grant, State Prop 98 hourly intervention funds, Federal USDA funds, Carl Perkins Career Technical Education funds, Network for Healthy California grant, Community Development Block grant, Supplemental Education Services (SES) State funds CBET funds, Title II Class Size Reduction and Professional Development, Title II, English Language Acquisition Program (ELAP), Title III funds and Adult Education resources and programs provide.

MDUSD in partnership with school and district stakeholders is committed to delivering a quality educational experience for every student. Through the realignment of existing resources, both human and fiscal, staff is confident the strategies and actions outlined in the district and individual schools improvement plans can and will be sustained. With embedded monitoring, reflection and analysis of effective instructional practices, and professional development and support, progress will be documented as to what is

“working” and what is “not working”; thus informing decisions on how to spend the resources available. Experience has shown that once comprehensive and effective programs have been established at the targeted schools, their success and value will be evident to teachers, parents, students, and community, and to potential funders who share our commitment to education. MDUSD staff is working on an ongoing basis at the local level to pass a local funding measure to support these efforts. On June 8, 2010, the local community approved a bond measure (Measure C) which will support facilities upgrade and improvement, integration of solar to ensure savings to district energy costs, technology bandwidth, equipment and personnel and help the district save millions of dollars by installing solar energy. The district will also pursue a parcel tax in the upcoming years which will provide flexible dollars to support improvement efforts.

IX. Establishment of Challenging LEAs’ Annual School Goals for Student Achievement.

Mt. Diablo Unified School District (MDUSD) has established the following challenging annual goals for student achievement on the state’s assessments in both English Language Arts and Mathematics to monitor the performance of **each** participating Tier I schools that receives SIG funds. They include:

- Reducing the percentage of students who are non-proficient on the state’s English Language Arts and Mathematics assessments by 10 percent each year from the prior year for a total of a 30% increase by 2015.
- Meeting AYP targets through Safe Harbor calculations
- Reaching an API of 700 or higher by 2015

Each year the percentage of student scoring proficient or advanced on the CST in Math and English Language Arts will increase by 10% for all students and subgroups, for a total of a 30% increase by 2015. MDUSD believes this is a rigorous achievement goal and surpasses the Safe Harbor goal for each school. Table 6 identifies specific annual student achievement goals for each school as part of their School Improvement Plans.

Table 6. Annual Goal for Targeted MDUSD SIG Schools 2012						
School	Current Proficient –CST ELA	Goal Proficient –CST ELA	Current Proficient – CST Math	Goal Proficient –CST Math	Current API	API by 2013
<i>Meadow Homes</i>	28%	38%	58.5%	68.5%	701	706
<i>Oak Grove</i>	28.2%	38.2%	18.4%	28.4%	639	647

Mt. Diablo Unified School District has identified and described the activities the schools will implement as part of each of the schools Improvement Plans. As part of these plans the two schools have included findings concerning each school’s current condition and analysis of needs that led to the district’s selection of the specific improvement activities that will be implemented. Table 4 in section 3 (pages 16-19) outlines the specific services and interventions identified and planned for implementation over the three

years. These plans provided the guidance, direction and necessary staff the district needed to support the implementation of each schools Improvement Plans and the transformation model.

MDUSD will also contract with an outside evaluator to assist with monitoring the identified goals and implementation timelines. The evaluation is being proposed to be conducted by Resource Development & Associates (RDA). RDA is currently serving as the outside evaluator of cohort 1 SIG schools and will add Meadow Homes and Oak Grove if awarded the grant. Attachment 6 outlines a letter of support from RDA. RDA has a long history of working with non-profits and local agencies serving California's most vulnerable population and has been working with the MDUSD for over eleven years evaluating the impact of our afterschool and other support programs. For this SIG grant RDA will support the district's school improvement efforts through analysis of outcome data as well as collection of formative and process information on the implementation of selected school and district strategies.

Evaluation Questions

The evaluation work will focus on the following questions:

1. To what extent is the implementation of strategies being carried out according to the improvement plan?
 - Is roll out of strategies adhering to the anticipated timeline?
 - What challenges have been encountered?
 - Are evidence based programs being implemented with attention to fidelity?
 - Have particular strategies been beneficial for different subgroups of youth?
2. In what ways has the new Student Achievement & School Support Division been effective in supporting schools in the transformation process?
 - Are SASS Administrators accessible to school principals and staff as needed?
 - Are staff receiving adequate coaching and training to implement the transformation strategies?
 - Are SASS Administrators assisting with new supplemental and intervention curriculum roll out?
3. Are the transformation strategies making a difference for students and schools?
 - Are student achievement indicators improving?
 - Are school improvement indicators improving?
 - Are schools meeting stated SIG goals?
4. What lessons have been learned for disseminating successful strategies throughout the district?
 - For which subgroups of students are particular strategies most effective?
 - What district and school policies must be in place to implement selected strategies?
 - What support structures are needed to implement selected strategies?

Description of Data Sources

- Student level data will be sent to the evaluator for analysis stripped of personal identifiers. Data will include: grade, demographics, Curriculum Associates

benchmark measures, Math and English Language Arts CST levels, CELDT and ADEPT levels, attendance and truancy, and disciplinary referrals. Outcomes for each school year will be compared to past years and measured against the school's goals. Analyses will examine high need subgroups identified by the district and each school.

- School level data will be sent to the evaluator for reporting and will be compared to historical and district data. This includes the following performance indicators: instructional minutes, student participation rate on state assessments, dropout rate, teacher performance level, and teacher attendance rate.
- Principal interviews will be conducted by RDA at the end of the year as a way to reflect on progress made on the school improvement strategies and their impact on the school as well as challenges encountered. This includes new or expanded curricula, change in school structure, and administrator training. In addition this will be an opportunity to assess the support provided by the SASS Division and opportunities for additional assistance. Interview questions will be generated with input from the SASS.
- Online teacher surveys at each school will be administered at the end of the year as an additional measure of progress made and challenges encountered in implementing improvement strategies. Teachers will be asked to provide feedback on each of the specific strategies implemented at their school. Adequacy of support and leadership provided to implement the transformation strategies and new curricula as well as to utilize assessment data to meet student instructional needs will also be assessed. Survey items will be generated with input from the SASS and principals.
- A focus group with the SASS team will generate information on successes and challenges in implementing the improvement strategies and providing support to the schools.

Reporting & Synthesis

- Quarter reports – RDA will support SASS in their preparation of the quarterly reports.
- Annual Report – A written report of findings from all quantitative and qualitative data (except CST data) will be prepared for the schools individually and combined.
- Fall CST Supplemental Report – RDA will provide a supplement to the mid-summer reports incorporating the CST data.
- PowerPoint presentations will be created for schools combined and individually for use by SASS Division and principals for the purpose of sharing findings with stakeholder audiences (e.g., board, school staff, parents).
- A half day retreat with the SASS team and two principals will be facilitated by RDA. During this time RDA will lead participants in a reflection on findings, review of strategies and supports, and planning for the next year.

RDA Timeline – Year 1

TASK	Month/Yr.
Planning & Communication:	

Initial planning meetings	August
Check-ins with SASS School Support Administrators	Monthly ongoing
Work with school and district personnel to obtain data	Periodic
Data Collection & Analysis:	
Teacher survey	April-May, 2013
Principal interviews	April-May, 2013
SASS focus group	June, 2013
Student level data	June & Sept 2013
School level data	June, 2013
Reporting:	
Quarter reports	Oct, Dec, Mar, Jun
Annual report	July-Aug, 2013
Fall CST supplement report	Sept-October, 2013
PowerPoint creation	October, 2013
Data retreat with SASS team and principals	October, 2013

x. **Serving Tier III Schools.** Not applicable.

xi. **Consultation with Relevant Stakeholders.** Mt. Diablo Unified School District (MDUSD) consulted with relevant stakeholders such as students, parents, educators, and the community regarding the SIG application, and solicited input for the development and implementation of school improvement model in the participating Tier I schools. As described in detail in section I, MDUSD held numerous site and district meetings to gather solicit input and feedback. A list of these meeting and a sampling of minutes are included in Attachment 1.

As part of the process for analyzing the findings and determining the appropriate intervention model, MDUSD and stakeholders reviewed school and district student data (achievement, demographic and social economic), discussed research-based strategies and best practices, identified next steps and capacity of the system to ensure successful implementation of the required elements of the transformation model could be achieved.

Numerous meetings and conversations were held at the school level, with community members, with collective bargaining units, and at the district. They include;

- **School Level:** School Site Council meetings ,staff meetings, parent meetings (Parent Teacher Association), and English Language Advisory Committee (ELAC) meetings) and Alternative Governance Team meetings (AGT) Feeder Pattern meetings (May 2010, April 2011).
- **District level:** Educational Services (March-June 2010, April, November 2011), Curriculum and Instruction Department meetings (April-June 2010), Student Achievement & School Support (SASS) Department meetings (January-May 2011), K-Adult Articulation meetings (May 2010, October 2011), the Superintendent's Parent Advisory Committee (PAC-April 2010, June 2011), the English Language Master Plan Committee (Sept 2011 ongoing) and negotiation meetings with Mt. Diablo Education Association (MDEA) Aug-Nov 2011.

These stakeholder meetings helped inform the system, gather ideas and determine needs and actions. Public input and direction was given and questions answered.

Beginning in the fall of 2011, each school, represented by a team of teachers, parents and administration, presented their plans to the School Board and the community. Public input and direction was given, questions were answered. Each school also conducted public meetings at their individual schools to gather input and feedback prior to the school board meeting. Starting in May 2011 both Meadow Homes and Oak Grove staffs met to review the status of their school improvement plan and made necessary revisions based on implementation during the 2010-2011 school year. They also identified any additional needs to be included in the plan. On June 14, 2011, Mt. Diablo Unified School District approved submission and acceptance of the first submission of the School Improvement Grant (SIG) Cohort 2 application as well as school's updated Improvement Plans. The schools Improvement Plans were previously approved by the School Board in June 2010. Beginning in August 2011, under the leadership of the two new principals at both schools planning, needs assessment and reflection continued. Attachment 1 outline the dates and stakeholder group meetings held this fall in preparation for the November 18th SIG Cohort 2 submission. Finally on November 8, 2011, MDUSD School Board approved resubmission of the Cohort 2 SIG for Meadow Homes and Oak Grove schools.

Specific input at the meetings described above included: the need for more professional development for teachers, longer or extended school day, preschool opportunities, increased or strengthen support of English learners, opportunities for intervention and mental health services for students, improved communication with parents about the needs and progress of students, parent educational opportunities, more instructional coaching and supervision to ensure adopted curriculum and essential standards, increased enrichment opportunities for student integrating the sciences, flexibility with hiring of staff, more financial resources to support school efforts. All of these suggestions were included in the SIG transformational strategies and actions.

Input heard but not included in the plan included: closing down the school, applying to be a charter school, removing a substantial number of the staff. MDUSD chose not to incorporate these ideas because of the limited time available to take some of these steps, processes already in place around school closures due to previous budget reductions due to the fiscal crisis and existing charter school request for one of its comprehensive high schools. A more detailed description of the rationale for these decisions is described in section II page 21.

C. Implementation Charts for Each School the LEA Plans to Serve. Included for each school and the LEA in Form 10.2

Implementation charts are included for each of the two participating schools. The implementation charts reference the required components and the action items and strategies the schools and the district will pursue to make rapid turnaround.

ATTACHMENTS

- I. Stakeholder Meetings (pages 1-3)
- II. Student Achievement & School Support (SASS) Organizational Chart (page 4)
- III. School Improvement Plans (plan or PowerPoint presentations) (pages 5-8)
 - Meadow Homes Elementary
 - Oak Grove Middle
- IV. MOU agreement with Mt. Diablo Education Association (MDEA) (pages 9-11)
- V. Job Descriptions (pages 12-18)
 - a. Administrator School Support
 - b. Instructional Program Specialist Categorical, Site-Based
 - c. Coach
 - d. Intervention and Instructional Support Teacher
 - e. Program Specialist Technology
- VI. MOU/Letters of Support (pages 19-20)
 - Resource Development & Associates (RDA)
 - Region IV School & District Support (R4SDSS)

Dates of SIG Informational Meetings held at Meadow Homes 2011 Academic Year

Type of Meeting	Date Held	Topics discussed	Number Present	Time of Meeting
PTA Executive Meeting	9/19/11	Notified PTA Executive Membership of upcoming SIG grant application	8	6:30 pm
PTA General Meeting	9/28/11	Notified PTA General assembly of upcoming SIG grant application	150	6:30 pm
PTA Executive Meeting	10/12/11	Updated executive members that SIG grant writing was in progress	8	6:30 pm
ELAC Meeting	10/18/11	Notified ELAC assembly of upcoming SIG Grant. Elicited suggestions and requests from parents for inclusion in the grant	164	6:30 pm
Title 1 Meeting	10/18/11	Notified parents of upcoming SIG grant. Elicited suggestions and requests from parents for inclusion in the grant	164	6:30 pm
Faculty Meeting	8/29/11	Notified staff of upcoming SIG grant. Got input and agreement from staff to have presentations about on ST mind Math and WRITE Institute as possible SIG funded programs	44 classroom teachers Instructional Program Specialist, 3 coaches, 3 intervention teachers	8:00 am
ST Mind Math Demonstration	9/1/11	Demonstration from program representatives about ST mind Math	Classroom teachers and coaches classroom teachers who chose to attend	3:00 pm
WRITE Institute overview	9/14/11	Demonstration WRITE trainers from San Diego COE about program	All instructional staff	2:00pm
Back To School Night	9/21/11	Informational remarks about upcoming SIG grant opportunity	Teachers and parents	6:00 pm
Faculty Meeting	10/12/11	Information about SIG grant. Leadership team representatives chosen by grade level	Instructional staff	2:00pm
Leadership Team Meeting	10/13/11	Team members asked to get input from their grade levels about what they wanted to see in the SIG grant.	Leadership Team with one representative from each grade level	2:45 pm
SIG Meeting	10/19/11	Team members gave input from their grade levels about what they wanted to see in the SIG grant. Representatives volunteered to visit the Teachers' College program at Sherman elementary in SFUSD	All Instructional Staff	2:00 pm

Meadow Homes Stakeholder Meetings 2011-12

Visit to Sherman Elementary SFUSD	10/24/11	Site visit to see elements of the Teachers' College Literacy program as well as Sherman Elementary's implementation of an enrichment "wheel".	Members of leadership team, coaches	8:15-2:45
SSC Meeting	10/25/11	Information given to SSC about SIG grant. Approval granted by SSC to proceed with grant application	All SSC members, both current and outgoing from last year.	8:30 am
SIG Meeting	10/25/11	Clarification by principal about SIG grant parameters. Q and A about staffing, Transitional K, Increased Learning Time and programming differences.	All instructional staff.	2:40 pm
SIG Meeting	10/28/11	Update on SIG Grant	All instructional staff	2:40 pm
SCC Teacher membership	11/1/11	Input on SIG grant	SCC Teacher members	8:30 am
Faculty Meeting	11/2/11	Update on SIG grant	All instructional staff	2:00pm
Platicas Meeting	11/4/11	Update on SIG	Interested Parent group	10:00 am
SSC Meeting	11/7/11	Approval of SIG	SSC Members	8:30 am
PTA Executive Meeting	11/9/11	Update on SIG	PTA Executive Members	4:30 pm

Attachment 1 p.2

OAK GROVE MIDDLE SCHOOL

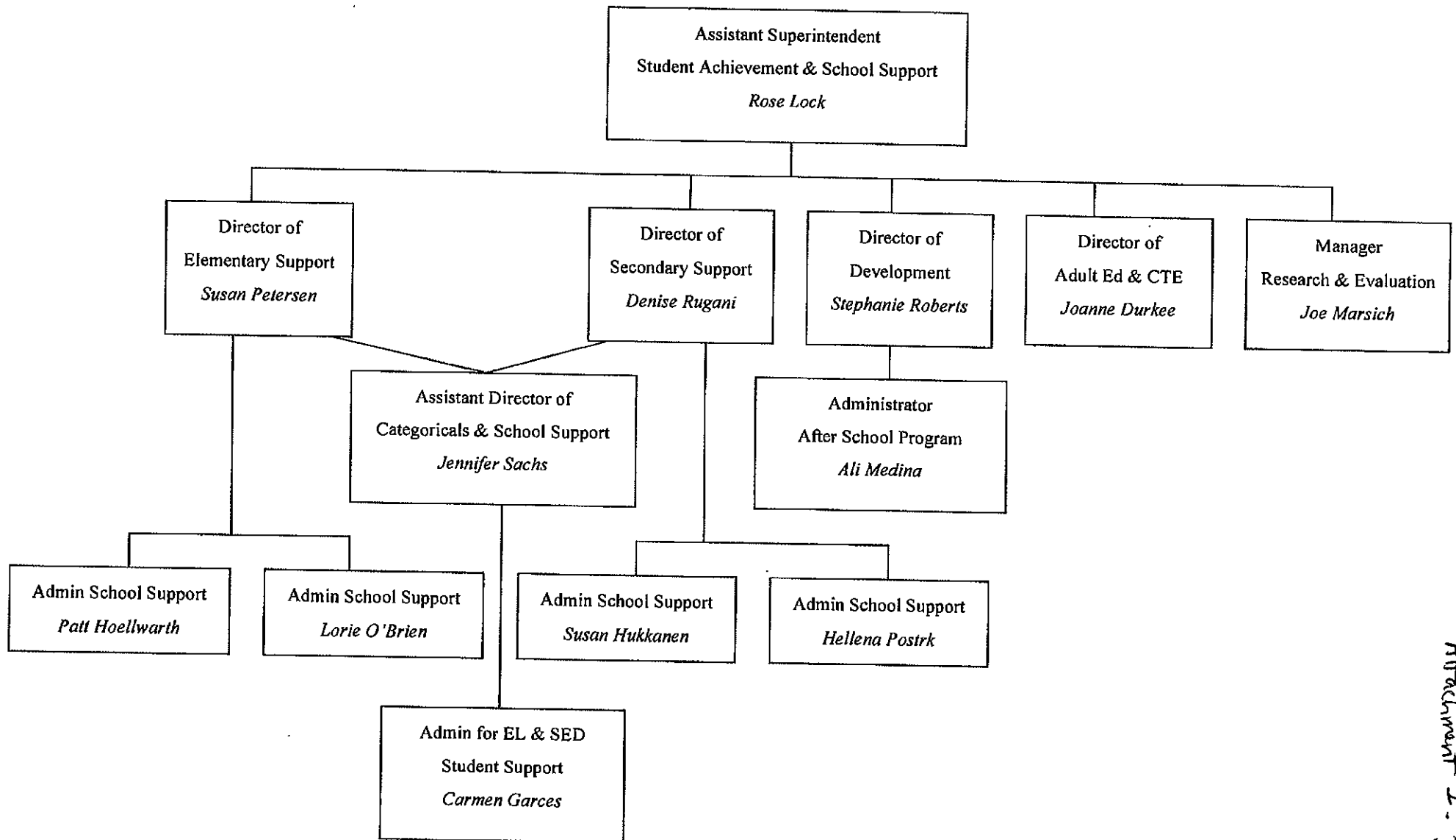
Home of the Wildcats

Oak Grove Middle School Documentation of Stakeholder Support

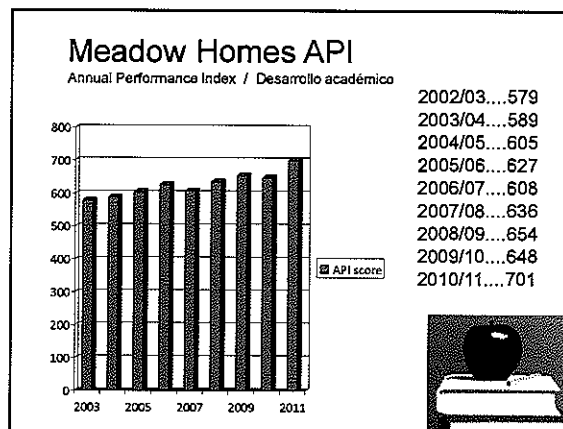
Date	Meeting
October 13	Wildcat Site Leadership Retreat- Department Chairs, Grade Level Leaders, Administrators, and MDEA Representative met to focus on our instructional program; where we have been, where we are going and how we plan to get there regarding our school's structure and focus of student success. Oak Grove's opportunity to be a part of Cohort 2 for School Improvement Grant funding was initiated.
October 18, 2011	School Improvement Grant Meeting with District Leadership to discuss the SIG transformation model
October 19, 2011	Oak Grove Faculty Meeting to discuss focus areas for student success, SIG development plan and its implications for Oak Grove. We discussed and voted on the strategies for our instructional focus in the SIG draft plan. 1.) Implementation of interventions for students not a grade level proficiency. 2.) Increased learning time and creating a community-oriented school that supports academic, social and emotional needs of students. These two strategies will be our instructional focus in all that we do at Oak Grove.
October 19, 2011	Oak Grove School Site Council meeting with District Support Representative. Discussed the responsibilities of School Site Council Members, the Oak Grove Budget and the implications for implementing the SIG funding with fidelity at Oak Grove Middle School.
October 20, 2011	Meet with Oak Grove MDEA Representative- Present a draft of four different bell schedules to MDEA for review.
October 25, 2011	Department Chair Meeting- Reviewed the draft of the SIG as well as suggestions for improvement. Additionally, discussed a STRAW POLL for MDEA members in moving forward for SIG funding. The staff voted to approve moving forward as a school.
October 26, 2011	School Improvement Grant Meeting with Meadow Homes, Oak Grove and MDUSD Personnel for the first draft of the SIG.
October 26, 2011	Oak Grove Family Fall Festival. Met with parents to discuss and acknowledge student achievement, develop the English Learners Advisory Council (ELAC) and the School Improvement Grant.
October 27, 2011	Met with the Wildcat Intervention Team to focus on Math and ELA Intervention strategies to be implemented. Targeting all OGMS students with academic support via SIG funding.
October 31, 2011	Staff meeting- Present the draft plan in detail for questions, answers and feedback.



Student Achievement & School Support Division
2010-2011



11/16/2011



INSTRUCTIONAL PROGRAMS Programas de la enseñanza

- Language Arts in English and Spanish
Enseñanza de Lectura en inglés y español
- Board Math
Tablero de matemáticas
- Board Language
Tablero de lectura
- Intervention during the school day
Intervención durante el día
- New Materials for Systematic ELD
Nuevos materiales para el desarrollo del inglés

Site Needs Lo Que Necesita la Escuela

- Improved achievement in Language Arts, Math and ELD
Más éxito académico en lenguaje, matemáticas, y desarrollo en inglés
- Equitable access to enrichment classes
Acceso a clases de electivos

Strategies Estrategias

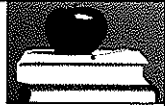
- Increased school day
Aumentación del día escolar
- Increased Math and Language using *Board Math* and *Board Language*
El tiempo de matemáticas aumentó usando el *Tablero de Matemáticas* and *Tablero de Lenguaje*
- Increased ELD
El tiempo de ELD aumentado
- Enrichment classes with specialty teachers
Acceso a clases de electivos con maestros especializados
- Professional development
Entrenamiento profesional

Professional Development for teachers and administrators Entrenamiento Profesional para los maestros y administradores

- WRITE Institute, Instituto de WRITE
- Balanced literacy, Lectoescritura balanceada
- Lesson Study, Estudio de lecciones
- Assessment, Evaluación
- Data analysis, Analisis de los datos

11/16/2011

Planning for instruction



Lesson Planning guided by Data Analysis and essential grade level standards

El análisis de las pruebas y un enfoque en los estándares esenciales del grado guiarán a los maestros en su preparación de lecciones.

Student Achievement Monitored by...

Vigilar el progreso académico de los niños por medio de

- Curriculum Associates Assessments
- ADEPT Assessments
- CELDT Practice and Mastery tests

Parent Involvement

Participación de los padres



- Parents will be informed about our instructional programs and school progress.
La escuela le informará a los padres sobre los programas académicos y el progreso de la escuela.
- Monthly progress reports sent home for students not making adequate progress
Se mandará un reporte mensual a casa para los niños que no estén progresando adecuadamente.
- Fall Parent Forum: Strengthening Communications between Home and School
Foro para padres en el otoño sobre como establecer mejor comunicación entre la casa y la escuela

School Environment Ambiente de la escuela



- Implementation of conflict resolution program
Implementar el programa de resolver conflictos
- Educational Assemblies
Asambleas Educativas
- Science, reading, math and storytelling family nights
Noches para familias en ciencias, lectura, matemáticas, y cuentos culturales


MEADOW HOMES ELEMENTARY
is on its way to excellence
tiene excelencia como su destino



Oak Grove Middle School

Going for Greatness


Oak Grove Middle School is a unique school with a unique set of special needs. Established in 1978 in an upper middle class neighborhood, Oak Grove Middle School, over time, has changed demographically to serve a high poverty population where most of our students speak English as their second language. Over time, Oak Grove Middle School has become a Program Improvement school. Oak Grove is fortunate to have a cadre of dedicated staff, parents and members of the community who focus on student success and build a climate for student support and parent involvement.



Implement Interventions for Student Success

The Wildcat staff is ready and willing to sharpen the saw. We collaborate and use data to support student success, however time and resources are required to perfect the process.

The School Improvement Grant will greatly assist Oak Grove with achieving our goals for student growth.



Oak Grove Middle School

STAR History

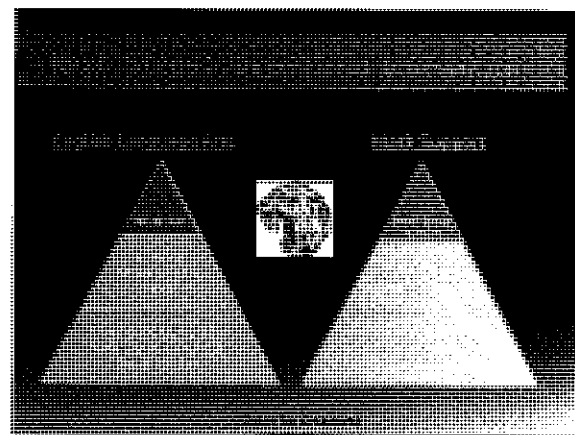
Looking at the percent of our students scoring Proficient or Advanced

Despite previous interventions, student achievement has plateaued and growth has been essentially stagnant.

Oak Grove Middle School is on the Persistently Lowest Achieving Schools list.


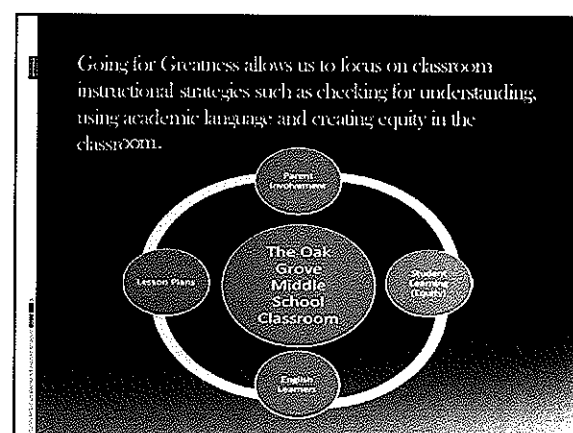
Looking at our history, we have a targeted focus on increasing instructional rigor.

	2008	2009	2010	2011
English Language Arts	19.1%	27.5%	28.7%	28.2%
Math	11.0%	20.9%	17.7%	18.4%

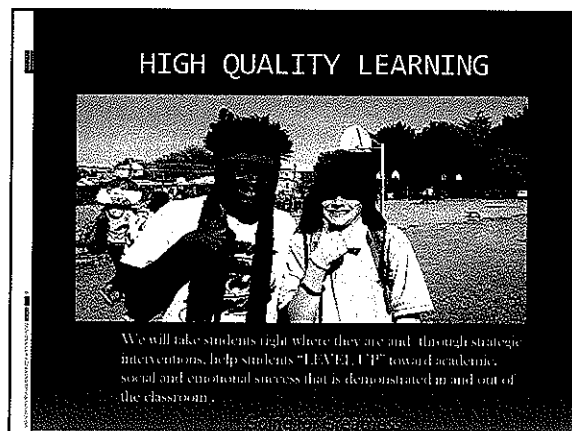
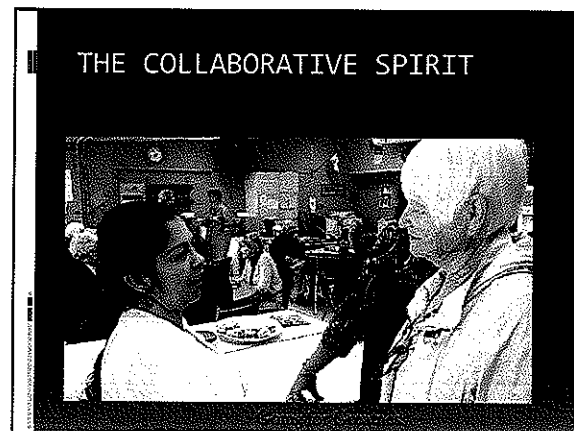
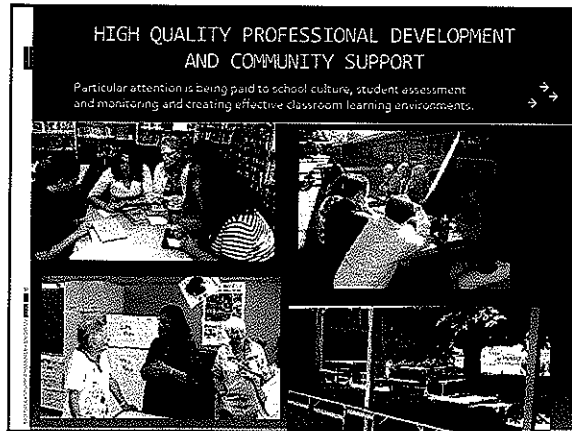


Reviewing Data: The Key to the OGIS Transformation Plan

With District support, the new principal began the process of reviewing and understanding the school's transformation plan, the SIG guide focus, professional development and turnaround strategies for school improvement efforts.

11/16/2011



MEMORANDUM OF UNDERSTANDING

MT. DIABLO UNIFIED SCHOOL DISTRICT
and
MT. DIABLO EDUCATION ASSOCIATION

PURPOSE

The purpose of this memorandum is to reach an agreement between the Mt. Diablo Unified School District ("District") and the Mt. Diablo Education Association that will allow the former to meet the terms of the \$12,222,234 School Improvement Grant ("SIG") awarded during the 2012/13 school year. If awarded, the grant funds are to be paid over the course of three school years.

In order to meet the requirements of the grant the District must, among other things: (a) significantly increase learning time at SIG schools; and (b) implement a rigorous, transparent, and equitable evaluation system for teachers and principals that takes into account data on student growth as a significant factor.

GENERAL

1. This memorandum shall only apply to the Cohort 2 SIG schools.
2. The parties agree that the terms of this memorandum shall be null and void if: (a) the state or federal government informs the District that it does not meet the requirements of the grant; or (b) the District is unable to provide the funding for this agreement. In the event that either eventuality contemplated in paragraphs 2 (a) or (b) come to pass, for any work days during which SIG teachers worked extended site time, compensation will be provided pursuant to the terms of this agreement. In the event that the parties are required to increase the number of instructional hours beyond those in this memorandum, the parties shall meet to determine whether either is interested in pursuing that course of action.
3. The term of this memorandum shall be for the 2012/13 school year through 2014/15 school year. However, the term may be extended if the SIG grant is extended.
4. The parties expressly agree that certificated staff at SIG schools shall not be exempt from the District's normal layoff processes and that the District shall not attempt to use special training acquired during service at a SIG school as a criteria for skipping in layoff proceedings.
5. All other increases or reductions in benefits and working conditions and work year negotiated for general MDEA membership will apply to members at SIG sites.

INVOLUNTARY TRANSFER

No teacher currently assigned to Meadow Homes Elementary or Oak Grove Middle School at the time this memorandum is entered into will be required to transfer or interview for his or her position. The District shall grant involuntary transfer status in Spring 2012 to those Meadow Homes and Oak Grove teachers who respond to the February 15th Subsequent Year Assignment Preference Form with a written request for involuntary transfer status by March 1, 2012. The parties understand that not all requests may be feasible at the time of request.

INCREASED LEARNING TIME

Increased Learning Time: The school improvement grant requires Districts to increase the instructional time during the school year for all students. Increased instructional time increases the amount of contractual time teachers are required to be on site. All teachers will be required to increase their contractual site time by 60 minutes.

1. For elementary teachers the current contract states teachers shall remain at their site for 415 minutes. The length of the extended teacher work day shall be 475 minutes. This includes a lunch period of 30 minutes and recesses to amount to 20 minutes.
2. At the middle school, the current contract states teachers shall remain at their site for 420 minutes. The length of the extended teacher work day shall be 480 minutes. This includes a lunch period of 30 minutes
3. Due to the longer teacher work day and the additional performance requirements at SIG schools, teachers shall be paid an additional 14.46%.
4. To provide consistency among SIG schools, the teacher work day will be from 7:30 – 3:25 at the elementary site (475 minutes) and 7:30 – 3:30 at the middle school (480 minutes). Elementary sites may choose to increase their lunch time or add an additional recess. If so, the time shall be added to the teacher work day. (See attached schedules) This schedule may vary 5-10 minutes from beginning to end of day depending on traffic patterns (transportation needs).
5. In addition to eliminating the early release days on Wednesdays, Meadow Homes Elementary will increase the instructional day for students by 40 minutes daily. The yearly increase in instructional minutes will be 9,330.
6. At Oak Grove Middle School the increase shall be 7,206 minutes annually.

SALARY INCREASE

1. Site time will be increased for designated teachers identified as SIG Teachers. A new salary schedule for SIG teachers will be created for the duration of the grant at all SIG schools at 114.46% of the current salary schedule for MDEA members.
2. A SIG teacher is defined as a teacher who provides an additional hour of service beyond the 415 minimum required minutes at the elementary level and 420 minutes at the middle school level.
3. SIG teachers are site-based teachers such as classroom teachers, intervention teachers, RS/ISP, EL Resource teachers who will have increased student contact time. At the conclusion of the grant, teachers will return to the regular MDEA salary schedule with commensurate placement and shall receive longevity and column credit earned as a SIG teacher.
4. Centrally assigned elementary itinerant staff such as PE, and music teachers, ~~and~~ as well as library prep teachers will be assigned using the same guidelines as non-SIG schools which is based on the Administrative Rule 4113.11 (attached) and Article 9.8.5.1 in the MDEA contract. These teachers will not have additional student contact requirements as a result of increased learning time for students.

Centrally assigned personnel at the middle school, such as Nurses will be assigned according to guidelines outlined in the MDEA contract. Speech and Language Pathologists will adhere to the case-load parameters outlined in the MDEA contract. These centrally assigned employees shall remain on the regular MDEA salary schedule.

5. For any centrally assigned and itinerant staff at SIG schools site meetings will be held immediately at the end of 415 minimum site day (elementary) and 420 minimum sited day (middle school) and shall adhere to the MDEA contract language regarding after site time meetings.

AFTER SITE TIME MEETINGS AND TRAINING TIME

1. The parties agree that after site time meetings or trainings scheduled by the principal shall be limited to no more than twenty eight (28) hours per year. The following meetings shall not be included in the 28 hour limitation: (a) after school IEPs; and (b) after school SSTs.
2. Personnel at the SIG schools who will not have a longer instructional day and increased compensation are not required to participate in SIG meetings or SIG training.
3. The District shall direct principals to be thoughtful and judicious in their use of after site time meetings considering the longer work day that will now be implemented at SIG schools.

EVALUATION PARTIALLY WEIGHTED BASED ON STUDENT GROWTH

1. The SIG requires districts to utilize a teacher evaluation tool that ties the results of student learning to the performance evaluation of the teacher. Teacher performance evaluation at SIG sites will include a formula which considers student progress as a significant element in the existing evaluation tool.
 - a. The District will utilize the Formative Assessment for California Teachers (FACT model) as a formative assessment tool. FACT focuses on the demonstration of teacher practice, reflective assessment, and support to assist teachers in developing as a practitioner and assuring maximum learning for students.
 - i. The SIG will provide each site with a trained (in FACT) Instructional Coach (TSA) during the first year of implementation to guide teachers through the inquiry process. The Instructional Coach will provide ongoing support and coaching but will not participate in the evaluation process.
 - ii. During the initial year of implementation of this agreement, additional content area coaches will not be hired at SIG sites with the exception of any currently assigned coaches.
 - iii. Teachers will complete the assessment module of FACT collecting multiple measures of data including, but not limited to, district identified benchmark assessments.
 - b. All teachers at SIG sites will be evaluated annually.
 - c. Administrators at SIG sites will select Standard 5 (assessing student learning) as a focus area; teachers will select one additional standard of their choice.
 - d. Teachers will meet with the site administrator for an initial conference, an interim conference and a final conference to review the multiple measures of data collected in 1. (a) iii above, and assess growth in the teacher's professional practice towards meeting the selected evaluation goals.

Date: August __, 2011

Signed: _____
 Mike Langley, President
 Mt. Diablo Education Association

Date: August __, 2011

Signed: _____
 Julie Braun Martin
 Assistant Superintendent
 Personnel Services
 Mt. Diablo Unified School District

ADMINISTRATOR, SCHOOL SUPPORT

Primary Function

Provide direct support to principals and their school sites and staff. Take leadership and coordination in the planning and development of curriculum and instruction, professional development, and other services to schools. Monitor curriculum implementation and instruction and provide feedback to administrators and staff.

Directly Responsible To

Director of Elementary Support or
Director of Secondary Support

Supervision

Certificated or classified staff as assigned

Major Responsibilities

1. Provide direct support to assigned school sites.
2. Provide ongoing coaching and support to the principal of each assigned school site.
3. Provide direct assistance and support to staff of assigned sites.
4. Monitor curriculum implementation and instruction and provide feedback to administrators and staff.
5. Establish and maintain rapport, communications, and cooperative working relationships with district administration, schools, teaching and non-teaching personnel, and other individuals or groups involved with curriculum and instruction.
6. Initiate and participate in curriculum development, including preparation of curriculum materials, classroom organization, techniques and methods of instruction, articulation and coordination, research and experimentation, evaluation and selection of materials.
7. Organize and implement professional development for assigned school sites and/or district-wide.
8. Assist schools in the development, writing, implementation and revision of the Single Plan for Student Achievement and other site or strategic plans in a cycle of school improvement.
9. Work with school sites to administer, develop and monitor budgets.
10. Provide technical support and guidance to sites to comply with district policies, state and federal regulations.
11. Administer assigned specified categorical programs and projects.
12. Coordinate the planning, implementation and evaluation of specified categorical programs and projects.
13. Prepare appropriate ongoing state and federal project applications.
14. Prepare and present reports pertinent to assigned duties.

15. Administer assigned program budgets including review and approval of all requests for personnel, capital outlay, conference expenditures and other appropriate expenditures.
16. Provide assistance and training in federal and state compliance activities.
17. Facilitate or serve on district-wide and school-site committees in the areas of curriculum and instruction such as textbook adoption, course of study development.
18. Assist in extended year, summer school, and intervention programs as assigned.
19. Take leadership in creating healthful human relationships which will provide for a suitable climate for learning and teaching.
20. Attend job-related meetings and activities specified by the Director of Elementary Support or Director of Secondary Support.
21. Perform additional duties assigned by the Director of Elementary Support or Director of Secondary Support as an adjunct to regular stated duties.
22. Perform those duties and responsibilities, including supervisory and advisory duties, as may be prescribed by the Assistant Superintendent of Student Achievement and School Support or the Superintendent.

Qualifications

Knowledge and Skills:

1. Knowledge of principles of organization and management.
2. Knowledge of curriculum and the operation of elementary and secondary schools, alternative, and adult education programs.
3. Knowledge of laws, district policies, and regulations pertaining to elementary and secondary education and related programs.
4. Knowledge of basic elements of instruction.
5. Ability to cope with emergency situations.
6. Ability to exercise good judgment and tact.
7. Ability to work effectively with all segments of the educational community and general public.
8. Ability to speak and write effectively.
9. Ability to analyze problems, make decisions or recommendations, and be responsible for these decisions.
10. Knowledge of the principles of staff training and development.
11. Knowledge of budget development, maintenance, and evaluation.
12. Skill in working with diverse groups and individuals in a manner that achieves district goals.
13. Skill in translating District policy to various employees, individuals, and groups.
14. Ability to supervise and direct a large staff or department.

Education, Training, and Experience:

1. Post graduate work in school administration, curriculum and instruction, or a related field.
2. Successful experience in increasing responsibility in school administration including successful experience as a Principal.
3. Experience in district-wide leadership roles.

1600

MT. DIABLO UNIFIED SCHOOL DISTRICT

Instructional Program Specialist, Categorical Programs, Site-Based

Primary Function

Administers and coordinates specific curriculum and categorical programs

Directly Responsible To

Site Principal

Supervision

Supervises and evaluates assigned certificated and classified staff.

Major Responsibilities

1. Administers assigned site specified curricular and categorical programs
2. Assists with planning, implementing and evaluating school-wide curricular and instructional programs
3. Assists with district and site program improvement plan development, implementation and evaluation
4. Provides support and monitoring for site's instructional program
5. Assists with compliance reviews
6. Assists with staff evaluations
7. Assists site with curriculum and professional development, including conducting demonstration lessons when needed
8. Works with students, teachers, and other staff in order to improve learning and instructional practices
9. Serves as a liaison and consults with other professional, appropriate agencies, and the community in providing full educational opportunities for children and parents
10. Devises and provides necessary forms, such as letters to parents, parental consent forms, summarization reports, program proposal forms and evaluation forms
11. Supervises the program identification of eligible students as appropriate to the program

1600

Instructional Program Specialist, Categorical Programs, Site-Based – cont'd

12. Develops and maintains a system for monitoring student participation and progress in categorical programs
13. Implements and maintains articulated programs in the district
14. Collaborates with school staff to support student achievement through positive behavior systems
15. Selects and purchases enrichment materials for the site
16. Coordinates planned and assigned activities with those of Curriculum/Instruction staff
17. Conducts research, assembles and disseminates research information relating to improvement of instructional programs for special needs students
18. Takes leadership in creating healthful human relationships which will provide for a suitable climate for learning and teaching
19. Coordinates extended year programs as assigned
20. Provides parent education, provides for parent involvement as appropriate and communicates with parents as needed
21. Attends job related meetings and activities specified by site principal
22. Performs additional duties assigned by the site principal
23. Performs additional duties and responsibilities, including supervisory and advisory duties, as may be prescribed by the Superintendent.

Qualifications

Knowledge and Skills

1. Ability to exercise good judgment and tact
2. Knowledge of basic elements of instruction
3. Knowledge of curriculum concepts and materials pertinent to the K-5 instructional program as appropriate
4. Ability to speak and write effectively

1600

Instructional Program Specialist, Categorical Programs, Site-Based -- cont'd

5. Ability to work effectively with all segments of the educational community and general public
6. Knowledge of effective and grade level appropriate teaching strategies, curricular programs and materials
7. Ability to assemble and analyze data, and make appropriate recommendations for action
8. Knowledge of principles of professional training and development
9. Knowledge of state and federal laws pertaining to categorical program as assigned
10. Ability to initiate and coordinate programs and projects
11. Knowledge of evaluation timelines and procedures
12. Ability to design and implement procedures'
13. Knowledge of school district operations and procedures
14. Knowledge of state curriculum frameworks and district curriculum guides
15. Ability to facilitate groups

Education, Training, and Experience

1. Post graduate work in school administration, curriculum and instruction, or related field
2. Successful experience as a classroom teacher
3. Progressively responsible experience in providing leadership on a school or district setting
4. Possession of an appropriate school administrative credential
5. Experience in directing/supervising the work of others
6. Experience in professional training and development

DMA
Range 11
203 Work Days

Approved by Board of Education: June 24, 2008

1505

MT. DIABLO UNIFIED SCHOOL DISTRICT

COACH/SPECIALIST (TEACHER ON SPECIAL ASSIGNMENT)

CERTIFICATED TEACHING PERSONNEL

Duties and Responsibilities of a Coach/Specialist (Teacher on Special Assignment)

The Coach shall be under the supervision of a district or site/grant administrator and shall be evaluated on the basis of how his/her performance conforms to the California Standards for the Teaching Profession.

Job Goal

Supports and has primary responsibility for coordinating district implementation of professional development for teachers in an identified area of curriculum need. The Coach provides support for the improvement of education within the Mt. Diablo School District with particular attention paid to low performing schools by expanding teachers' understanding of content knowledge and strategies for the effective delivery of such knowledge as well as content literacy skills to address the individual needs of students.

Supports district efforts to develop school-university-community partnerships to support curriculum development and improve student achievement.

Duties and Responsibilities of the Coach/Specialist are as follows:

Provides coordination of the program initiatives, recruitment of participants and the development of professional growth activities to selected teachers through the use of programs, in-services, summer institutes and workshops tailored to the needs of specific grade levels.

Collaborates with the site/grant administrator, grade level teams, the content specialists, curriculum specialists, and community partners to facilitate discussions, conduct observations in the classrooms, prepare model lessons and demonstrate effective lesson design for teachers.

Monitors program delivery by preparing progress reports on the efficacy and progress of the academic program and individual student achievement. Maintains records of activities and collaborates with the district staff to schedule and coordinate meetings and prepare materials.

Serves as an information resource and makes presentation to a variety of audiences regarding the academic program. Maintains and increases knowledge of policies, issues and trends in education which impact student achievement.

Attachment 5 p.14

Assists sites with the implementation of a program based on collected data and a review of the program for compliance and effectiveness for annual evaluation. Assists with identifying specific areas of need and possible resources to address those needs and future goals and priorities for program growth.

Complies with all laws and regulations of the State of California, policies and rules of the Mt. Diablo Unified School District Board of Education, and terms and conditions of the collective bargaining agreement, which includes but is not limited to:

- a. Attending job-related meetings and activities
- b. Submitting accurate forms, reports and other required documents
- c. Complying with mandatory child abuse reporting laws
- D. Adhering to State adopted curriculum and standards

Performs other job related duties as required.

Qualifications:

Maintains a valid teaching credential for the position and a driver's license.

Demonstrates knowledge of subject matter, leadership and organizational skills and the ability to work collaboratively with all members of the site/grant and district.

Work Year/Salary Range

Regular teacher work year of 183 days with 10 flexible days paid @ per diem rate, to be assigned by supervisor if warranted.

Approved by the Board of Education: November 27, 2006

MT. DIABLO UNIFIED SCHOOL DISTRICT

CERTIFICATED TEACHING PERSONNEL

Duties and Responsibilities of Intervention and Instructional Support Teacher

Overview

Intervention and Instructional Support Teachers are directly responsible to a District level Program Administrator and a Site Administrator for administrative and instructional matters. Intervention and Instructional Support teachers shall be evaluated by the Program or Site Administrator or his/her designee based on how their performance conforms to the California Standards for the Teaching Profession.

The primary functions of Intervention and Instructional Support Teachers are (1) to apply their curricular expertise in the core curricular areas, English language development, and/or bilingual education and to provide intervention instruction to students in need of academic support, including English learners and other struggling students and (2) to work with district level teams to plan and implement an effective intervention program.

An Intervention and Instructional Support Teacher's primary areas of focus are determined by his/her training, expertise and the needs of students. Teachers may have more than one primary area of focus.

Duties and Responsibilities of all Intervention and Instructional Support Teachers:

1. Review progress of individual students and/or groups of students using a variety of protocols and instruments.
2. Use data to plan and provide appropriate instruction to bring students up to standard and grade level using a variety of formats which include, but should not be limited to, push-in, pull-out, learning center, individual, small group, or whole class models.
3. Participate in planning interventions and analyzing results. Participate in small and large group data analysis meetings.
4. Monitor progress of assigned students, assist with necessary communication, and maintain student records as directed.
5. Share progress of assigned students at meetings and work with team to identify best practices to implement across the district.
6. Work collaboratively with district and site level teachers and teams to select or develop, implement, refine and evaluate assessments used to identify students in

need of intervention and to target the knowledge and skills in which students need additional instruction.

7. Work collaboratively to provide input in intervention program planning and implementation at the school site; provide support to teachers and other staff in order to implement best practices relevant to the intervention curricula; prepare reports on the intervention program and student progress; and collaborate in compiling and reporting assessment data.
8. Attend appropriate training (both within and outside the district) to build knowledge and improve skills; investigate promising practices in other district in order to bring best practices to our students.
9. Participate in lesson study and other action research with colleagues to identify and refine best practices.
10. Participate in data-based evaluations of the intervention program(s) at the school and district level.
11. Participate in the design and implementation of a tiered system of academic support that begins with exemplary primary instruction and includes interventions within the classroom as well as interventions that extend beyond classroom interventions. Collaborate with other staff, including special education teachers to develop a seamless system for delivering services to students.
12. Collaborate with district level intervention teams in order to develop and coordinate parent information and education components related to academic support and intervention.
13. Manage materials (related to this position) needed for instruction and assessment, including preparing orders, sorting, distribution, organization, collection and storage.
14. Comply with all laws and regulations of the State of California, policies and rules of the Mt. Diablo Unified School District Board of Education, and terms and conditions of the Collective Bargaining Agreement.
15. Report promptly to the site administrator any accident or illness affecting students.
16. Respect the individuality and integrity of each student.
17. Maintain condition and practices which positively affect the physical and mental health of students.

18. Report promptly to the site administrator any factors which prevent the full exercise of duties and responsibilities.
19. Enforce all rules governing the conduct of pupils as may be prescribed by the Superintendent and Board of Education, as well as those developed cooperatively by the principal and staff, not in conflict with Board of Education policy.
20. Work cooperatively with all employees of the District and with the community.
21. Provide and maintain adequate lesson plans and instructions for substitute teachers.
22. Attend job related meetings and perform other related duties as assigned.
23. Perform those non-instructional duties and responsibilities, including supervisory and advisory duties, as may be prescribed by the Superintendent.

General Knowledge, Skills and Abilities

- Establish and maintain productive collaborative relationships with others
- Work productively with SALT teams and other outside experts
- Meet schedules and timelines
- Plan and organize work
- Analyze and interpret assessment results for the purpose of designing, providing and modifying instruction
- Make appropriate recommendations to teachers regarding instructional programs for identified students
- Follow through with directives
- Teach under conditions which necessitate small group and individualized instruction in collaborative settings within the regular classroom or another classroom
- Perform a wide variety of specialized tasks; interpret and apply rules and regulations as appropriate
- Operate office equipment including a computer with a variety of software related to job requirements
- Use and share a variety of instructional strategies; apply knowledge or methods of supporting and extending instruction
- Demonstrate knowledge of correct English grammar and usage
- Define problems, collect data, establish facts, and draw valid conclusion
- Maintain a safe and orderly learning environment
- Use effective interpersonal skills including tact, patience and courtesy

Qualifications

- Five (5) years successful teaching experience

- Valid California credential authorizing service and English Language Development instruction (BCLAD, CLAD, LDS, English Learner Authorization, etc.)
- Holders of a valid Special Education credential will be given first priority
- Expertise in interventions related to core curricular areas, reading, ELD, or transitioning bilingual students to English
- Relentless drive to attain results; proven experience and effectiveness in improving student achievement in classroom and/or school
- Strong communication and organizational skills
- Valid driver's license and ability to travel from site to site

Sample Physical Abilities

Hear and speak to make presentations and exchange information in person and on the telephone; communicate so other will be able to clearly understand normal conversation; dexterity of hands and fingers to operate a computer keyboard and manipulate paper; see to read, prepare documents and reports and to observe students; sit or stand for extended periods of time; work at a desk, conference table, small student classroom table, or in meetings in various configurations; hear and understand speech at normal levels; kneel, bend at the waist, reach overhead, above the shoulders, and horizontally; lift objects weighing up to 25 pounds.

Mt. Diablo Education Association

Adopted by Board of Education: June 15, 2010

MT. DIABLO UNIFIED SCHOOL DISTRICT

PROGRAM SPECIALIST, EDUCATIONAL TECHNOLOGY

Primary Function

Supports schools in the integration of instructional technology, including hardware needs consultation and setup; assists with staff development.

Directly Responsible To

Director, Curriculum/Instruction

Supervision

Supervises and evaluates assigned classified staff.

Major Responsibilities

1. Provides support to principals and school site councils in assessing needs and developing a plan to utilize technology to its maximum potential in a classroom/school.
2. Maintains and updates the district Technology Plan.
3. Updates Technology Standards for the district.
4. Coordinates and monitors technology grants and budgets.
5. Assists teachers in integrating the use of technology into any curricular area via a variety of instructional strategies including individual, small group instruction, cooperative learning and large group presentations.
6. Assists school staff teams in planning and implementing curricular innovations utilizing technology and developing the appropriate training for program implementation.
7. Coordinates resources with the County Office of Education, regional technology centers and other public and private agencies.
8. Facilitates the regular Site Technology Coordinator's meetings of staff liaison members from each school.
9. Organizes and maintain district-wide software library where District copy licenses exist.
10. Assists in determining the software needs of schools/teachers and identifies software that would meet their needs.
11. Attend special technology inservice meetings and professional conferences to keep abreast of new developments

and instructional improvements.

Program Specialist, Educational Technology - cont'd

12. Interprets the use of educational technology in the instructional program to parent/community groups.
13. Performs other duties as assigned relating to the development of educational technology in the District.
14. May serve as site administrator for the Willow Creek Center; coordinates activities and supervises personnel.
15. Takes leadership in creating healthful human relationships which will provide for a suitable climate for learning and teaching.
16. Attends job related meetings and activities specified by the Director, Curriculum/Instruction.
17. Performs additional duties assigned by the Director, Curriculum/Instruction.
18. Performs those duties and responsibilities, including supervisory and advisory duties, as may be prescribed by the Superintendent.

Qualifications

Knowledge and Skills

1. Ability to exercise good judgment and tact.
2. Knowledge of basic elements of instruction.
3. Ability to speak and write effectively.
4. Ability to work effectively with all segments of the educational community and general public.
5. Ability to assemble and analyze data, and make appropriate recommendations for action.
6. Skill in logical thinking and the ability to explain difficult material simply.
7. Knowledge of the principles of staff training and development.
8. Ability to initiate and coordinate programs and projects.
9. Knowledge of budget development, maintenance, and evaluation.
10. Ability to design and implement procedures.
11. Knowledge of school district operations and procedures.
12. Knowledge of computer networking and Internet/Web site construction.

Program Specialist, Educational Technology

13. Ability to facilitate groups and skill in using the collaborative process.
14. Ability to prepare effective grant applications.
15. Knowledge of personal computers, computer hardware and software.

Education, Training, and Experience

1. Post graduate work in school administration, curriculum and instruction, or a related field.
2. Successful experience as a classroom teacher
3. Progressively responsible experience in providing leadership in a school or district setting.
4. Possession of an appropriate school administrative credential.
5. Experience as a site technology coordinator.
6. Experience in directing/supervising the work of others.
7. Experience in staff training and development.

Adopted by the Board of Education ^{6/10/98} ~~3/10/98~~
closed session

Attachment 5 p.18

MEMORANDUM OF UNDERSTANDING R4SDSS – Mt. Diablo Unified School District
2010 - 2011

Supporting implementation of high leverage actions of School Improvement Grant (SIG) Program

The Region IV System of District & School Support (R4SDSS) agrees to:

- support Mt. Diablo Unified School District in its efforts to provide district-level and site-level administrators and support staff with comprehensive professional development related to instructional program monitoring through assessment cycles and data analysis that improves the district's internal systemic capacity to support students in meeting or exceeding the Annual Measurable Objectives (AYP-AMOs) in English/Language Arts and mathematics;
- provide coaching for educational services district-level administrators related to strategic restructuring and program monitoring strategies;
- provide coaching for district-level and site-level administrators and support staff related to implementation and monitoring feedback on delivery and design of BoardMath strategies that improves the district's internal systemic capacity to support students in meeting or exceeding the Annual Measurable Objectives (AYP-AMOs) in mathematics;
- provide coaching for district-level and site-level administrators and support staff related to implementation and monitoring feedback on delivery and design of BoardLanguage and Reading Tools strategies that improves the district's internal systemic capacity to support students in meeting or exceeding the Annual Measurable Objectives (AYP-AMOs) in English/Language Arts;
- provide coaching for site leadership teams in effective assessment and data analysis protocols;
- provide ongoing consultation and oversight support to district-level and site-level administrators regarding program improvement and restructuring progress; and
- provide district-level educational services administrators with access to an intensive, comprehensive professional development series related to assessment development, analysis and decision making; effective student intervention-response models; school culture transformation; and best instructional practices.

R4SDSS Deliverables

1. R4SDSS staff will provide district- and site-level administrators and teacher-leaders with comprehensive professional development related to instructional program monitoring through engaging in regularly occurring assessment cycles/student academic progress data analysis for a total 16 R4SDSS staff days. Administrators will be guided through assessment and data analysis protocols that they can replicate during collaborative staff professional development meetings. Training is specifically designed to improve the district's internal systemic capacity to support students in meeting or exceeding the Annual Measurable Objectives (AYP-AMOs) in English/Language Arts and mathematics.
2. R4SDSS staff will provide district-level educational services school support administrators, including director(s) and the assistant superintendent, with training in student progress assessment cycles, standards-based data analysis protocols, targeted instructional program adjustments to meet the specific academic needs of students, highly effective mathematics and Reading/Language Arts strategies, and implementation/monitoring data-collection and feedback protocols for a total of 14 R4SDSS staff days.
3. R4SDSS staff will provide strategic planning support for district-level educational services school support administrators, including director(s) and the assistant superintendent, for a total of 14 R4SDSS staff days.

MEMORANDUM OF UNDERSTANDING R4SDSS – Mt. Diablo Unified School District
2010 - 2011

4. R4SDSS staff will provide coaching for district-level and site-level administrators and support staff related to implementation and monitoring feedback on delivery and design of BoardMath and BoardLanguage/Reading Tools strategies that improves the district's internal systemic capacity to support students in meeting or exceeding the Annual Measurable Objectives (AYP-AMOs) in mathematics and in English/Language Arts for a total of 8 R4SDSS staff days.
5. R4SDSS staff will provide coaching support to Strategic Focus School Leadership Teams related to benchmark assessment and data analysis protocols for a total of 15 days.
6. R4SDSS staff will provide consultation and oversight support to district-level administrators regarding program improvement and restructuring progress for a total of 24 days.
7. R4SDSS staff will build capacity in Mt. Diablo Unified School District's central office administrators through exposure to an intensive professional development series featuring national experts in the fields of assessment, instruction, intervention, and school culture for a total of 62 participant-training days at no fee (1 Influencers Cohort I participants/6 days each; 7 Influencers Cohort II participants/8 days each).

Mt. Diablo Unified School District (DUSD) Deliverables

1. MDUSD will collaborate with R4SDSS to identify a plan of professional development delivery for site administrators no later than July 30, 2010. (See attached R4SDSS/MDUSD Support Calendar 2010-2011 for details.)
2. MDUSD will guarantee that all appropriate district and site administrators will participate in activities mutually determined by R4SDSS and the District. (See attached R4SDSS/MDUSD Support Calendar 2010-2011 for details.)
3. MDUSD will ensure that a professional development/coaching structure exists within the district that will ensure, at minimum, that all Student Achievement and School Support central office administrators and all site principals effectively monitor and analyze student achievement data and consider best practice in making adjustments to the instructional program.

Expected Outcomes

- 1) Improved SCHOOL and DISTRICT capacity to meet the academic needs of basic, below basic and far-below basic students relative to California Standards Test-CST results).
- 2) Improved student achievement (Relative to CST results).
- 3) Attainment of district and priority school API and AYP targets.
- 4) SCHOOL and DISTRICT internal capacity to provide related professional development; demonstration lessons and classrooms; and program assessment, implementation and monitoring support.

Fee for Services Provided

1. The fee for service will be \$ 98,300. There is a fee for service for professional development and coaching days beyond the stated program descriptions. Contact Robin Hall, 510.670.4170/rhall@acoe.org for more information regarding such additional fees for service.
2. The first payment of \$50,000 will be made payable to the Regional System of District & School Support - Alameda County Office of Education, and shall be sent to Region IV System of District & School Support - Room 273, c/o the Alameda County Office of Education, 313 W. Winton Ave., Hayward, CA, 94544, no later than October 15, 2010.

Attachment 7 p.42

MEMORANDUM OF UNDERSTANDING R4SDSS – Mt. Diablo Unified School District
2010 - 2011

3. The second and final payment of \$ 48,300 will be made payable to the Regional System of District & School Support – Alameda County Office of Education, and shall be sent to Region IV System of District & School Support – Room 273, c/o the Alameda County Office of Education, 313 W. Winton Ave., Hayward, CA, 94544, no later than February 18, 2011.

Indemnification:

Mt. Diablo Unified School District and R4SDSS each agree to hold harmless, indemnify and defend the other and their respective officers, employees and agents from any and all claims, damages, losses and expenses arising from or resulting from injury, damage or death to any person firm or corporation in connection with its performance of this agreement.

Mt. Diablo Unified School District and R4SDSS each also agree to hold harmless, indemnify and defend the other, its officers, employees and agents from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services or materials to Mt. Diablo Unified School District in connection with the performance of this agreement.

Mt. Diablo Unified School District and R4SDSS each shall hold harmless and indemnify the other and its officers, employees and agents from any damages of every nature and description caused by negligent or willful acts or omissions by the other related to its performance under this agreement.

Signature Assurances

Mt. Diablo Unified School District

R4SDSS

Steven Lawrence
Superintendent

Robin Hall
Executive Director,
Region IV System of District & School Support
Date: _____

Date: _____



230 4TH STREET
OAKLAND, CA 94607
(510) 488-4345
FAX (510) 444-1434
www.resourcedevelopment.net

November 1, 2011

Steven Lawrence
Superintendent
Mt. Diablo Unified School District
1026 Mohr Lane
Concord, CA 94518

Dear Dr. Lawrence:

Resource Development Associates (RDA) is pleased to serve as the evaluator for Mt. Diablo Unified School District's application for an ARRA School Improvement grant. We believe this project has the potential to make a significant difference in the academic achievement of students not only at the two intervention schools, Oak Grove Middle and Meadow Homes but also throughout the district. Through this subcontract RDA will work with Student Achievement and School Support staff to conduct a process and outcome assessment of implementation effectiveness. A strong evaluation will provide information to SA&SS and the schools' administration to assess the impact of the transformation strategies, progress in meeting goals and a forum to continuously work on ways to provide needed support to schools.

RDA has a long history of working in partnership with non-profit organizations, school districts, and local governments providing health, mental health, substance abuse treatment and case management services to California's most vulnerable populations. We are currently the local evaluator for Contra Costa County's After School 4 All consortium of after school programs and have worked specifically with MDUSD's outstanding after school programs for over ten years. RDA is also the evaluator for MDUSD's TUPE and other SIG grants. RDA's extensive experience gives us a unique perspective in supporting your evaluation efforts and we look forward to doing so.

Sincerely,

Patricia Marrone Bennett, Ph.D.
Chief Executive Officer
Resource Development Associates, Inc.

SIG Form 4a—LEA Budget Summary

Fiscal Year (FY) 2012–13

Name of LEA: Mt. Diablo Unified School District	
County/District (CD) Code: 07-61754	
County: Contra Costa	
LEA Contact: Lisa Boje	Telephone Number: 925-682-8000 x4040
E-Mail: Bojel@mdusd.org	Fax Number: 925-689-0597
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted			
		Pre-Imp.	FY 2012–13	FY 2013–14	FY 2014–15
1000–1999	Certificated Personnel Salaries				
1100	2 Teachers on Special Assignment		\$0	\$135,000	\$135,000
1100	2 TSA FACT Coaches		\$152,000	\$0	\$0
1300	Programs Specialist, Instructional Technology		\$0	\$89,154	\$89,154
1300	Administrator of School Support		\$0	\$100,500	\$100,500
1300	Increased pay for Administrators for increased instructional day		\$30,000	\$30,000	\$30,000
	Total Certificated Salaries		\$182,000	\$354,654	\$354,654
2000–2999	Classified Personnel Salaries				
2400	Senior Secretary		\$0	\$37,980	\$37,980
2400	Network Technician III		\$0	\$61,992	\$61,992
	Total Classified Salaries			\$99,972	\$99,972
3000–3999	Employee Benefits				
3101	STRS-Certificated (8.25%)		\$15,015	\$29,259	\$29,259
3202	PERS-Classified (10.200%)		\$0	\$10,197	\$10,197

3321	Medicare-Certificated (1.45%)		\$2,639	\$5,142	\$5,142
3322	Medicare-Classified		\$0	\$1,450	\$1,450
3502	SUI-Certificated (.720%)		\$1,310	\$2,554	\$2,554
3502	SUI-Classified		\$0	\$720	\$720
3302	Social Security-Classified (6.2%)		\$0	\$6,198	\$6,198
3601	WCI-Certificated (2.96%)		\$5,387	\$10,498	\$10,498
3602	WCI-Classified (2.96%)		\$0	\$2,959	\$2,959
3331	Certificated Hourly-PARS (3.750%)		\$6,825	\$13,300	\$13,300
3332	Classified Hourly-PARS (3.750%)		\$0	\$3,749	\$3,749
3701 & 3702	Post retirement Health Benefit surcharge		\$6,188	\$9,282	\$9,282
3421	Dental		\$5,624	\$8,436	\$8,436
3431	Vision		\$784	\$1,176	\$1,176
3411	Health-Certificated		\$18,736	\$9,368	\$9,368
3411	Health-Certificated		\$0	\$25,562	\$25,562
3412	Health-Classified		\$0	\$25,562	\$25,562
	Total Benefits		\$62,509	\$165,411	\$165,411
4000-4999	Books and Supplies				
4300	Computers for support staff	\$5,200	\$0	\$0	\$0
4300	Support Technology	\$10,000	\$0	\$0	\$10,000
4300	Supplies and materials		\$10,000	\$5,000	\$3,000
	Total Books and Supplies	\$15,200	\$10,000	\$5,000	\$13,000
5000-5999	Conferences, Contracts & Travel				
5210	Western Region SIG Conference	\$10,000	\$0	\$10,000	\$10,000
5210	Conferences/Travel		\$5,000	\$5,000	\$5,000
5800	Contract with outside evaluator		\$19,737	\$19,737	\$19,737
5800	Contract with consultant		\$20,000	\$20,000	\$20,000
5800	Contract with Region 4 System of District & School Support		\$15,000	\$15,000	\$15,000
5800	Contract with consultants to provide training & coaching to schools on equity & school climate.		\$40,000	\$20,000	\$10,000

5210	WRITE Institute Lead Trainer Program		\$29,900	\$29,900	\$29,900
	Total Conferences, Contracts & Travel	\$10,000	\$129,637	\$119,637	\$109,637
6000–6999	Capital Outlay		\$0	\$0	\$0
	Subtotal	\$25,200	\$384,146	\$744,674	\$742,674
5100	Contracts over \$25,000				
	Total Contracts over \$25,000		\$15,000	\$15,000	\$15,000
5100	Contract with DataWORKS		\$15,000	\$15,000	\$15,000
7310 & 7350	Indirect Costs	\$1,093	\$16,671	\$32,318	\$32,232
Total Amount Budgeted		\$26,293	\$415,817	\$791,992	\$789,906

SIG Form 4b—LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. If applicable, clearly identify those activities that are related to costs included in the pre-implementation column on the LEA Budget Summary (SIG Form 4a). Group information by object code series and provide totals by series, year, and term of grant. Series totals must correspond exactly to budget summary form. Please duplicate this form as needed. Tie component to budget item (e.g., Professional Development to PD class).

Activity Description (See instructions)	Pre- Imp.	SIG Funds Budgeted (Identified per year)			Object Code
		FY 2012-13	FY 2013-14	FY 2014-15	
Certificated Salaries					1000-1999
<u>2 Teachers on Special Assignment</u> -Hire 2 teachers to serve as teacher leaders to provide professional development & coaching to SIG schools.		\$0	\$135,000	\$135,000	1100
<u>2 TSA FACT Coaches</u> – Hire 2 teachers on Special Assignment. Coach to support the Formative Assessment for California Teachers (FACT) evaluation process (\$76,000 FTE x 2 teachers = \$152,000) to work with all Oak Grove and Meadow Homes teachers		\$152,000	\$0	\$0	1100
<u>Program Specialist Instructional Technology</u> to support integration & training of technology & software to support student learning & build teacher capacity at the SIG schools. 1 FTE at \$89,154 (Step 5)		\$0	\$89,154	\$89,154	1300
<u>Administrator of School Support</u> -1 FTE administrator to support the implementation of the Cohort 2 SIG grant.		\$0	\$100,500	\$100,500	1300
<u>Increased pay for Administrators</u> -incentive pay for administrators at each SIG school for longer day. (\$6,000 x 5 principals, SSC, Site-based Program Specialist)		\$30,000	\$30,000	\$30,000	1300
Total Certificated Salaries		\$182,000	\$354,654	\$354,654	
Classified Salaries					2000-2999
<u>Senior Secretary</u> to support SIG program reporting, communication & training. (Step 3) 1 FTE at \$3,165/month x 12 months = \$37,980)		\$0	\$37,980	\$37,980	2400

Network Technician III to provide support to SASS, SIG schools and data system development, collection & monitoring. (Step 3) \$5,166/month x 10 months		\$0	\$61,992	\$61,992	2400
Total Classified Salaries		\$0	\$99,972	\$99,972	
Employee Benefits					
STRS-Certificated (8.25%)		\$15,015	\$29,259	\$29,259	3101
PERS-Classified (10.200%)		\$0	\$10,197	\$10,197	3202
Medicare-Certificated (1.45%)		\$2,639	\$5,142	\$5,142	3321
Medicare-Classified		\$0	\$1,450	\$1,450	3322
SUI-Certificated (.720%)		\$1,310	\$2,554	\$2,554	3502
SUI-Classified		\$0	\$720	\$720	3502
Social Security-Classified (6.2%)		\$0	\$6,198	\$6,198	3302
WCI-Certificated (2.96%)		\$5,387	\$10,498	\$10,498	3601
WCI-Classified (2.96%)		\$0	\$2,959	\$2,959	3602
Certificated Hourly-PARS (3.750%)		\$6,825	\$13,300	\$13,300	3331
Classified Hourly-PARS (3.750%)		\$0	\$3,749	\$3,749	3332
Post retirement Health Benefit surcharge		\$6,188	\$9,282	\$9,282	3701 & 3702
Dental		\$5,624	\$8,436	\$8,436	3421
Vision		\$784	\$1,176	\$1,176	3431
Health-Certificated		\$18,736	\$9,368	\$9,368	3411
Health-Certificated		\$0	\$25,562	\$25,562	3411
Health-Classified		\$0	\$25,562	\$25,562	3412
Total Benefits		\$62,509	\$165,411	\$165,411	
Books and Supplies					4000-4999
Computers for support staff-purchase a laptop, license and printer for administration & teacher staff. (4 staff x \$1,300 = \$5,200)	\$5,200	\$0	\$0	\$0	4300
Support Technology-purchase iPads for SASS administrators and school teams to monitor and collect data Instructional Effectiveness Walks allowing immediate feedback	\$10,000	\$0	\$0	\$10,000	4300
Supplies & materials-purchase supplies and curriculum for supporting schools and office.		\$10,000	\$5,000	\$3,000	4300
Total Books and Supplies	\$15,200	\$10,000	\$5,000	\$13,000	
Conferences, Contracts and Travel					5000-5999
Western Region SIG Conference-attend Western Region SIG Conference. 2 schools x 4 staff = 8 individuals + 2 SASS administrators x \$1,000 each for travel, lodging and food	\$10,000	\$0	\$10,000	\$10,000	5210
Conferences/Travel-travel for conference		\$5,000	\$5,000	\$5,000	5210

<u>Contract with Outside Evaluator-Contract with Resource Development Associates to support & monitor program implementation and document progress, strengths and needs. Total annual contract \$19,737.</u>		\$19,737	\$19,737	\$19,737	5800
<u>Contract with Consultant to provide professional development to SASS, site leaders/teams on effective instructional strategies & conducting walk throughs. \$1,000/day x 20 days = \$20,000.</u>		\$20,000	\$20,000	\$20,000	5800
<u>Contract with Region 4 System of District & School Support to facilitate the implementation of the transformation plan and build capacity of the system. Total contract \$15,000</u>		\$15,000	\$15,000	\$15,000	5800
<u>Contract with consultants to provide professional development to site teams and district staff on school culture, equity and conducting walk throughs. 2 days x \$1,000/day x 10 months = \$20,000 x 2 schools; Year 2 – 2 days 5 times/yr and Year 5 days/yr.</u>		\$40,000	\$20,000	\$10,000	5800
<u>WRITE Institute Lead Trainer Program-representative group of staff will attend the WRITE Institute Lead Trainer Model Program by San Diego County Office of Education. (13 teachers/administrators x \$1,200 registration) plus 5 days @ \$220 each (\$160 hotel + \$60 food) = \$1,100</u>		\$29,900	\$29,900	\$29,900	5210
Total Conferences, Contracts & Travel	\$10,000	\$129,637	\$119,637	\$109,637	
Capital Outlay		\$0	\$0	\$0	6000-6999
Subtotal	\$25,200	\$384,146	\$744,674	\$742,674	
Contracts over \$25,000					5100
<u>Contract with Data WORKS</u>		\$15,000	\$15,000	\$15,000	
Total Contracts over \$25,000		\$15,000	\$15,000	\$15,000	
Indirect Costs (4.34%)	\$1,093	\$16,671	\$32,318	\$32,232	7310 & 7350
Total	\$26,293	\$415,817	\$791,992	\$789,906	

SIG Form 5a—School Budget Summary

Fiscal Year 2012–13

Name of School: Meadow Homes Elementary School	
County/District (CD) Code: 07-61754-6004154	
County: Contra Costa	
LEA Contact: Lisa Boje	Telephone Number: 925-682-8000 x4040
E-Mail: Bojel@mdsud.org	Fax Number: 925-689-0597
SACS Resource Code: 3180	
Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted			
		Pre-Imp.	FY 2012–13	FY 2013–14	FY 2014–15
1000–1999	Certificated Personnel Salaries				
1100	Increased salary 4.46%		\$589,884	\$589,884	\$589,884
1100	2 Intervention Specialists (IIST)		\$126,000	\$126,000	\$126,000
1100	6 TSA "Wheel" Teachers		\$378,000	\$378,000	\$378,000
1160	Professional Development Days for teachers prior to school		\$34,160	\$42,700	\$42,700
1160	Hire teachers to teach at a 4-week Professional Development Lab School		\$46,000	\$46,000	\$46,000
1300	.50 Instructional Program Specialist Categorical-Site Based		\$48,000	\$48,000	\$48,000
Total	Certificated Salaries		\$1,222,044	\$1,230,584	\$1,230,584
2000–2999	Classified Personnel Salaries				
2900	Community Services Assistant		\$21,137	\$21,137	\$21,137
2400	Increase time for classified personnel support		\$12,000	\$12,000	\$12,000
2400	Clerical		\$2,000	\$2,000	\$2,000
2100	Instructional Assistant (IA) Bilingual preferred		\$19,161	\$19,161	\$19,161
Total	Classified Salaries		\$54,298	\$54,298	\$54,298
3000–3999	Employee Benefits				

3101	STRS-Certificated (8.25%)		\$100,819	\$101,523	\$101,523
3202	PERS-Classified (10.200%)		\$5,538	\$5,538	\$5,538
3321	Medicare-Certificated (1.45%)		\$17,720	\$17,843	\$17,843
3322	Medicare-Classified		\$787	\$787	\$787
3502	SUI-Certificated (.720%)		\$8,799	\$8,860	\$8,860
3502	SUI-Classified		\$391	\$391	\$391
3302	Social Security-Classified (6.2%)		\$3,366	\$3,366	\$3,366
3601	WCI-Certificated (2.96%)		\$36,173	\$36,425	\$36,425
3602	WCI-Classified (2.96%)		\$1,607	\$1,607	\$1,607
3331	Certificated Hourly-PARS (3.750%)		\$45,827	\$46,147	\$46,147
3332	Classified Hourly-PARS (3.750%)		\$2,036	\$2,036	\$2,036
3701 & 3702	Post retirement Health Benefit surcharge		\$17,017	\$17,017	\$17,017
3421	Dental		\$15,466	\$15,466	\$15,466
3431	Vision		\$2,156	\$2,156	\$2,156
3411	Health-Certificated		\$37,472	\$37,472	\$37,472
3411	Health-Certificated		\$12,781	\$12,781	\$12,781
3412	Health-Classified		\$25,562	\$25,562	\$25,562
Total	Benefits		\$333,517	\$334,977	\$334,977
4000-4999	Books and Supplies				
4300	Purchase Classroom Libraries	\$11,000	\$11,000	\$27,372	\$29,164
4300	Purchase Supplemental Reading Intervention materials	\$44,000	\$0	\$44,000	\$44,000
4300	Purchase updated literacy assessments	\$10,000	\$5,000	\$5,000	\$5,000
4300	Annual Parent-Teacher Forum		\$3,000	\$3,000	\$3,000
4300	Parent Education & Activities		\$20,000	\$20,000	\$20,000
4300	Supplies and materials		\$20,611	\$21,000	\$21,000
Total	Books and Supplies	\$65,000	\$59,611	\$120,372	\$122,164
5000-5999	Conferences, Contracts & Travel				
5210	WRITE Institute Lead Trainer Program		\$29,000	\$0	\$0
5200	Consulting for sustainable systematic change		\$25,000	\$25,000	\$25,000
5800	Contract for EDI training/Lab School summer program		\$11,502	\$25,000	\$25,000
5800	Training in the Japanese-based Lesson Study Model		\$5,000	\$5,000	\$5,000
5800	Contract with Literacy		\$8,000	\$10,000	\$10,000

	consultant to work specifically with intermediate, non-decoders				
5800	Contract with expert provider for balanced literacy training		\$25,000	\$25,000	\$25,000
5800	Professional Development to 4 th & 5 th grade teachers on reading intervention program		\$6,000	\$3,000	\$0
Total	Conferences, Contracts & Travel		\$109,502	\$93,000	\$90,000
6000–6999	Capital Outlay		\$0	\$0	\$0
	Subtotal	\$65,000	\$1,778,972	\$1,833,234	\$1,832,026
5100	Contracts over \$25,000				
5100	Contract with expert provider for balanced literacy training		\$50,000	\$50,000	\$50,000
5100	Consulting for sustainable systematic change		\$26,000	\$26,000	\$26,000
5100	Contract for EDI training/Early Back Summer Program		\$0	\$11,204	\$12,465
Total	Contracts over \$25,000		\$76,000	\$87,204	\$88,465
7310&7350	Indirect Costs (4.34%)	\$2,821	\$77,207	\$79,562	\$79,509
Total Amount Budgeted		\$67,821	\$1,932,179	\$2,000,000	\$2,000,000

SIG Form 5b—School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. If applicable, clearly identify those activities that are related to costs included in the pre-implementation column on the School Budget Summary (SIG Form 5a). Group information by object code series and provide totals by series, year, and term of grant. Series totals must correspond exactly to budget summary form. Please duplicate this form as needed.

School Name: Meadow Homes Elementary School

Activity Description (See instructions)	SIG Funds Budgeted (Identified per year)				Object Code
	Pre-Imp.	FY 2012–13	FY 2013–14	FY 2014–15	
Certificated Salaries					1000
<u>Increased salary by 14.46% for teachers due to increased learning time.</u> (54 teachers, 2 ELD teachers, 1 Resource Teacher, 3 Coaches) = \$589,884		\$589,884	\$589,884	\$589,884	1100
<u>Hire 2 Intervention Teachers – (2 FTE X \$63,000)</u>		\$126,000	\$126,000	\$126,000	1100
<u>Hire 6 Enrichment Teachers – to support skills based and assessment driven enrichment groups(\$63,000 FTE x 6 Teachers = \$378,000)</u>		\$378,000	\$378,000	\$378,000	1100
<u>Professional Development Days</u> for teachers to plan & prepare for school year. Content will include ELA, ELA, data & common assessment & school climate. (61 teachers x \$20/hr x 7hr/day x 5 days) First year one to be paid by Title I		\$34,160	\$42,700	\$42,700	1160
<u>Professional Development Lab School</u> – required for students who at the end of the year score Below Basic on the Curriculum Associates assessments ELA & Math. (12 teachers x 20 days(4 week program) x 5 hrs/day x \$25/hr plus 12 x 20 days x 2.5 x \$20/hr plus administrator at \$4,000) PD in practicum in Balanced Literacy and Math.		\$46,000	\$46,000	\$46,000	1160
<u>Hire 1 Instructional Program Specialist Categorical, Site-Based</u> – to provide direct support to teachers relative to		\$48,000	\$48,000	\$48,000	1300

data analysis, instruction & intervention groups & community outreach. .50 FTE x \$96,000 = \$48,000					
Total Certificated Salaries		\$1,222,044	\$1,230,584	\$1,230,584	
Classified Salaries					2000
<u>Community Services Assistant</u> – 1 additional Parent Liaison (Step 3) to strengthen parent-school connection & partnership. (1 x \$21,137)		\$21,137	\$21,137	\$21,137	2900
<u>Increase time for classified personnel support</u> – instructional, clerical & classified support for longer instructional day. Time will be submitted via timesheet.		\$12,000	\$12,000	\$12,000	2400
<u>Clerical</u> – Clerical support for Early Back Program		\$2,000	\$2,000	\$2,000	2400
<u>Instructional Assistant(IA)</u> – Bilingual preferred		\$19,161	\$19,161	\$19,161	2100
Total Classified Salaries		\$54,298	\$54,298	\$54,298	
Employee Benefits					
STRS-Certificated (8.25%)		\$100,819	\$101,523	\$101,523	3101
PERS-Classified (10.200%)		\$5,538	\$5,538	\$5,538	3202
Medicare-Certificated (1.45%)		\$17,720	\$17,843	\$17,843	3321
Medicare-Classified		\$787	\$787	\$787	3322
SUI-Certificated (.720%)		\$8,799	\$8,860	\$8,860	3502
SUI-Classified		\$391	\$391	\$391	3502
Social Security-Classified (6.2%)		\$3,366	\$3,366	\$3,366	3302
WCI-Certificated (2.96%)		\$36,173	\$36,425	\$36,425	3601
WCI-Classified (2.96%)		\$1,607	\$1,607	\$1,607	3602
Certificated Hourly-PARS (3.750%)		\$45,827	\$46,147	\$46,147	3331
Classified Hourly-PARS (3.750%)		\$2,036	\$2,036	\$2,036	3332
Post retirement Health Benefit surcharge		\$17,017	\$17,017	\$17,017	3701/ 3702
Dental		\$15,466	\$15,466	\$15,466	3421
Vision		\$2,156	\$2,156	\$2,156	3431
Health-Certificated		\$37,472	\$37,472	\$37,472	3411
Health-Certificated		\$12,781	\$12,781	\$12,781	3411
Health-Classified		\$25,562	\$25,562	\$25,562	3412
Total Benefits		\$333,517	\$334,980	\$334,980	
Books and Supplies					4000
<u>Purchase Classroom Libraries</u> – Culturally relevant literature and	\$11,000	\$11,000	\$27,372	\$29,164	4300

non-fiction materials for libraries					
<u>Purchase Reading Intervention supplemental materials to support the core curriculum to meet struggling student's needs.</u>	\$44,000	\$0	\$44,000	\$44,000	4300
<u>Purchase updated literacy assessments to assist in appropriate intervention placements</u>	\$10,000	\$5,000	\$5,000	\$5,000	4300
<u>Annual Parent-Teacher Forum Event</u> – supplies & materials to support the forum to build & strengthen relations.		\$3,000	\$3,000	\$3,000	4300
<u>Parent Education & Activities</u> – provide parent education opportunities such as family nights for ELA, ELD & math costs will include hourly pay to staff & materials(Parent Tool Kits, etc.) costs.		\$20,000	\$20,000	\$20,000	4300
<u>Supplies & Materials to support training & programming</u>		\$20,611	\$21,000	\$21,000	4300
Total Books and Supplies	\$65,000	\$59,611	\$120,372	\$122,164	
Conferences, Contracts & Travel					
<u>WRITE Institute Lead Trainer Program</u> – representative group of staff will attend the WRITE Institute Lead Trainer model program by Sand Diego County Office of Education.(13 teachers /admin x \$1,200 registration) plus 5 days @\$220 each (\$160 hotel + \$60 food) x 13 = \$29,900.		\$29,900	\$0	\$0	5210
<u>Consulting for Coach & Leadership Training, RTI, & Data Analysis for sustainable systematic change. Total contract \$51,000(\$25,000 in 5800 & \$26,000 in 5100)</u>		\$25,000	\$25,000	\$25,000	5200
<u>Contract for EDI training/Lab Summer School Program</u> - contract with provider to provide professional development in EDI and Step Up Academy type programs remaining in 5200		\$10,602	\$25,000	\$25,000	5800
<u>Training in the Japanese-based Lesson Study Model</u> – training for teachers in lesson plan		\$5,000	\$5,000	\$5,000	5800

development model by grade level.					
<u>Literacy Consultant</u> – contract for literacy consultant to work specifically with intermediate non-decoders.		\$8,000	\$10,000	\$10,000	5800
<u>Contract with expert provider for balanced literacy training</u> – guided, interactive, workshop for all staff. Total contract \$75,000(\$25,000 in 5800, \$50,000 in 5100)		\$25,000	\$25,000	\$25,000	5800
<u>Contract with consultants to provide professional development to 4/5th grade teachers on reading Intervention program</u>		\$6,000	\$3,000	\$0	5800
Total Conferences, Contracts, & Travel		\$109,502	\$93,000	\$90,000	
Capital Outlay		\$0	\$0	\$0	6000
Subtotal	\$65,000	\$1,778,972	\$1,833,234	\$1,832,026	
Contracts over \$25,000					
<u>Contract will expert provider for balanced literacy training</u> – guided, interactive, workshop for all staff. Total contract \$75,000(\$25,000 in 5800, \$50,000 in 5100)		\$50,000	\$50,000	\$50,000	5100
<u>Consulting for Coach & Leadership Training, RTI, & Data Analysis for sustainable systematic change. Total contract \$51,000(\$25,000 in 5800 & \$26,000 in 5100)</u>		\$26,000	\$26,000	\$26,000	5100
<u>Contract for EDI training/Lab Summer School Program</u> - contract with provider to provide professional development in EDI and Step Up Academy type programs remaining in 5200		\$0	\$11,204	\$12,465	5100
Total Contracts over \$25,000		\$76,000	\$87,204	\$88,465	
Indirect Costs (4.34%)	\$2,821	\$77,207	\$79,562	\$79,509	
TOTAL	\$67,821	\$1,932,179	\$2,000,000	\$2,000,000	

SIG Form 5a—School Budget Summary

Fiscal Year 2012–13

Name of School: Oak Grove Middle School	
County/District (CD) Code: 07-61754-6004196	
County: Contra Costa	
LEA Contact: Lisa Boje	Telephone Number: 925-682-8000 x4040
E-Mail: Bojel@mdusd.org	Fax Number: 925-689-0597
SACS Resource Code: 3180	
Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted			
		Pre-Imp.	FY 2012–13	FY 2013–14	FY 2014–15
1000-1999	Certificated Personnel Salaries				
1100	Increased salary 14.46%		\$372,024	\$372,024	\$372,024
1100	1 FTE Multiple Subject Credentialed teacher to support the Opportunity Room		\$63,000	\$63,000	\$63,000
1100	2 Coaches		\$0	\$126,000	\$126,000
1100	1 TSA FACT Coach		\$63,000	\$0	\$0
1100	.50 FTE Increased Computer teacher time		\$31,500	\$31,500	\$31,500
1100	Increased Librarian time		\$25,200	\$25,200	\$25,200
1160	Professional Development Days for teachers prior to school		\$31,500	\$31,500	\$31,500
1160	Collaboration for teachers to review data quarterly (from assessments)		\$20,800	\$20,800	\$20,800
1160	Summer training		\$5,040	\$5,040	\$5,040
1160	Staff time to attend Avid training	\$3,840			
1160	Hire Teachers to teach at a 4-week Summer Early Back Program		\$66,500	\$66,500	\$66,500
1300	1 Instructional Program Specialist Categorical Site-Based		\$96,000	\$96,000	\$96,000
	Total Certificated Salaries	\$3,840	\$774,564	\$837,564	\$837,564

2000–2999	Classified Personnel Salaries				
2100	Instructional Media Assistant I		\$9,192	\$9,192	\$9,192
2400	Increase time for classified personnel support		\$12,000	\$12,000	\$12,000
2900	Increased by .20 Community Service Assistant		\$4,596	\$4,596	\$4,596
2900	New Community Service Assistant		\$21,137	\$21,137	\$21,137
2400	Secretary		\$26,920	\$26,920	\$26,920
2400	Site Tech based at Oak Grove		\$38,500	\$38,500	\$38,500
Total	Classified Salaries		\$112,345	\$112,345	\$112,345
3000–3999	Employee Benefits				
3101	STRS-Certificated (8.25%)	\$317	\$63,902	\$69,099	\$69,099
3202	PERS-Classified (10.200%)		\$11,459	\$11,459	\$11,459
3321	Medicare-Certificated (1.45%)	\$56	\$11,231	\$12,145	\$12,145
3322	Medicare-Classified		\$1,629	\$1,629	\$1,629
3502	SUI-Certificated (.720%)	\$28	\$5,577	\$6,030	\$6,030
3502	SUI-Classified		\$809	\$809	\$809
3302	Social Security-Classified (6.2%)		\$6,965	\$6,965	\$6,965
3601	WCI-Certificated (2.96%)	\$114	\$22,927	\$24,792	\$24,792
3602	WCI-Classified (2.96%)		\$3,325	\$3,325	\$3,325
3331	Certificated Hourly-PARS (3.750%)	\$144	\$29,046	\$31,409	\$31,409
3332	Classified Hourly-PARS (3.750%)		\$4,213	\$4,213	\$4,213
3701 & 3702	Post retirement Health Benefit surcharge		\$15,470	\$17,017	\$17,017
3421	Dental		\$14,060	\$15,466	\$15,466
3431	Vision		\$2,352	\$2,156	\$2,156
3411	Health-Certificated		\$23,420	\$28,104	\$28,104
3411	Health-Certificated		\$12,781	\$12,781	\$12,781
3412	Health-Classified		\$51,124	\$51,124	\$51,124
Total	Employee Benefits	\$658	\$280,291	\$298,524	\$298,524
4000–4999	Books and Supplies				
4300	Purchase supplemental materials to support Writing	\$40,000	\$0	\$15,000	\$0
4300	Purchase supplemental materials to use in the Academic Intervention in Math(AIMS) classes	\$25,000	\$0	\$15,000	\$0

4300	Purchase supplemental materials to support the Reading Program	\$15,000	\$0	\$0	\$0
4300	Annual Parent Informational Night		\$1,000	\$1,000	\$1,000
4300	Parent Education & Activities	\$2,500	\$2,500	\$5,000	\$5,000
4300	Supplies & Materials for enrichment & GATE activities		\$2,000	\$2,000	\$2,000
4300	Purchased Math manipulative		\$15,000	\$3,000	\$0
4300	Purchase white boards	\$20,000	\$0	\$0	\$0
4300	Supplies & materials for Reward program		\$2,000	\$2,000	\$2,000
4300	Computers & technology	\$60,000	\$0	\$0	\$0
4300	Read 180 computer lab	\$4,200	\$0	\$0	\$0
4300	System 44 licenses	\$7,500	\$0	\$0	\$0
4400	Read 180 licenses	\$25,970	\$0	\$0	\$0
Total	Book and Supplies	\$200,170	\$22,500	\$43,000	\$10,000
5000-5999	Conferences, Contracts & Travel				
5800	Contract with DataWORKS for EDI training/Early Back Summer Program		\$25,000	\$25,000	\$25,000
5800	Contracts for Enrichment		\$10,000	\$10,000	\$10,000
5800	Contract with Parent Institute for Quality Education (PIQE)		\$25,000	\$25,000	\$25,000
5713	Buses for college visits		\$3,000	\$3,000	\$3,000
5210	CABE Conference	\$915	\$0	\$915	\$915
5210	AVID Training	\$10,150	\$0	\$0	\$0
5210	WRITE Institute Lead Trainer Program		\$29,900	\$0	\$0
Total	Conferences, Contracts & Travel	\$11,065	\$92,900	\$63,915	\$63,915
6000-6999	Capital Outlay		\$0	\$0	\$0
	Subtotal	\$215,733	\$1,282,600	\$1,355,348	\$1,322,348
5100	Contracts over \$25,000				
5100	Contract with DataWORKS for professional development		\$25,000	\$20,000	\$20,000
Total	Contracts over \$25,000		\$25,000	\$20,000	\$20,000
7310&7350	Indirect Costs (4.34%)	\$9,362	\$55,664	\$58,822	\$57,389
Total Amount Budgeted		\$225,095	\$1,363,264	\$1,434,170	\$1,399,737

SIG Form 5b—School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. If applicable, clearly identify those activities that are related to costs included in the pre-implementation column on the School Budget Summary (SIG Form 5a). Group information by object code series and provide totals by series, year, and term of grant. Series totals must correspond exactly to budget summary form. Please duplicate this form as needed.

School Name: Oak Grove Middle School

Activity Description (See instructions)	SIG Funds Budgeted (Identified per year)				Object Code
	Pre-imp.	FY 2012–13	FY 2013–14	FY 2014–15	
Certificated Salaries					1000
<u>Increased salary by 14.46% due to increased learning time.</u> (40 teachers, ELD teacher, 2 subs, 1 Resource Teacher, 2 coaches) = \$372,024		\$372,024	\$372,024	\$372,024	1100
<u>1 FTE Multiple Subject Credentialed Teacher</u> to support the Opportunity Room		\$63,000	\$63,000	\$63,000	1100
<u>Hire 2 Coaches (Math & English Learner)</u> to support teacher capacity, skills development & assessment driven intervention groups (\$63,000 FTE x 2 Teacher = \$63,000) to work with all teachers in yrs. 2 & 3 in grant.		\$0	\$126,000	\$126,000	1100
<u>Hire 1 TSA FACT Coach</u> to support the Formative Assessment for California Teachers (FACT) evaluation process (\$63,000 FTE x 1 Teacher = \$63,000) to work with all 6-8 teachers.		\$63,000	\$0	\$0	1100
<u>.50 FTE Increased Computer Teacher Time</u> – increase computer teacher time from a .50 FTE to a 1.0 FTE to support computer based interventions. Cost of the .50 FTE increase is \$63,000		\$31,500	\$31,500	\$31,500	1100
<u>Increased Librarian time</u> from 1 day a week (.20 FTE) to 3 days a week (.60 FTE) to support students & increase access to literature. Cost of the .40 FTE is \$63,000 x 40% = \$25,200		\$25,200	\$25,200	\$25,200	1100
<u>Professional Development Days for Teachers prior to school</u> to plan / prepare for school year. Content includes ELA, ELD, data, common assessment & school climate. (40		\$31,500	\$31,500	\$31,500	1160

teachers, 2 onsite subs, 1 Resource Specialist & 2 coaches = 45 teachers x \$20/hr. x 7 hrs./day x 5 days)					
<u>Collaboration for teachers to review data quarterly (from assessments) – Each grade level will meet 4 times/yr. to analyze data, identify essential standards, target instruction & identify intervention groups. (40 x 4 days x \$130/sub)</u>		\$20,800	\$20,800	\$20,800	1160
<u>Summer Training</u> -send 12 teachers to three days of training on focus areas(assessment, instruction & intervention) 12 teachers x \$20 x 3 days x 7 hrs./day		\$5,040	\$5,040	\$5,040	1160
<u>Staff time to attend AVID training – paid time to attend AVID training in June 2012. 7 staff x \$20/hr. x 8 hrs. x 5 days</u>	\$3,840	\$0	\$0	\$0	1160
<u>Hire teachers to teach at a 4-week Summer Early Back Program-Summer "Level Up Academy" Program for students scoring Far Below Basic & Below on the Curriculum Associates assessments ELA & Math.(25 teachers x 20 days(4 week program)) x 5 hrs./day x \$25/hr. plus administrator at \$4,000)</u>		\$66,500	\$66,500	\$66,500	1160
<u>1 Program Specialist Categorical Site Based</u> -to provide direct support to teachers relative to data analysis, instruction & intervention groups & community outreach. 1 FTE x \$96,000		\$96,000	\$96,000	\$96,000	1300
Total Certificated Salaries	\$3,840	\$774,564	\$837,564	\$837,564	
Classified Salaries					2000
<u>Instructional Media Assistant I – increase IMA at Oak Grove from one day to 3 days(2 days .40 FTE) x \$22,980 Step 2) to support librarian & student access to library</u>		\$9,192	\$9,192	\$9,192	2100
<u>Increase time for classified personnel (instructional, clerical & classified support) with the longer instructional day. Time will be submitted via timesheet.</u>		\$12,000	\$12,000	\$12,000	2400
<u>Increased by .20 Community Service Assistant-increase current .80 FTE Parent Liaison/Community Service Assistants to a 1.0 FTE to strengthen</u>		\$4,596	\$4,596	\$4,596	2900

parent-school connection & partnership. (.20 x \$21,137 = \$4,596)					
<u>New Community Service Assistant</u> -hire 1 new Parent Liaison/Community Service Assistant to strengthen parent-school connection & partnership(1 x \$21,137=\$21,137)		\$21,137	\$21,137	\$21,137	2900
<u>Secretary</u> -hire an Intermediate Typist Clerk to support the Opportunity Room. SRI database & Site-Based Instructional Program Specialists. Support SIG program reporting, communications & training. (Step 3) 1 FTE @ \$2,692 /mo. x 10 mo. =\$26,920		\$26,920	\$26,920	\$26,920	2400
<u>Site Tech</u> based at Oak Grove-increase site tech services to maintain computer technology support for intervention. (1.0 FTE x \$38,500 annually x 3 yrs.)		\$38,500	\$38,500	\$38,500	2400
Total Classified Salaries		\$112,345	\$112,345	\$112,345	
Employee Benefits					3000
STRS-Certificated (8.25%)	\$317	\$63,902	\$69,099	\$69,099	3101
PERS-Classified (10.200%)		\$11,459	\$11,459	\$11,459	3202
Medicare-Certificated (1.45%)	\$56	\$11,231	\$12,145	\$12,145	3321
Medicare-Classified		\$1,629	\$1,629	\$1,629	3322
SUI-Certificated (.720%)	\$28	\$5,577	\$6,030	\$6,030	3502
SUI-Classified		\$809	\$809	\$809	3502
Social Security-Classified (6.2%)		\$6,965	\$6,965	\$6,965	3302
WCI-Certificated (2.96%)	\$114	\$22,927	\$24,792	\$24,792	3601
WCI-Classified (2.96%)		\$3,325	\$3,325	\$3,325	3602
Certificated Hourly-PARS (3.750%)	\$144	\$29,046	\$31,409	\$31,409	3331
Classified Hourly-PARS (3.750%)		\$4,213	\$4,213	\$4,213	3332
Post-retirement Health Benefit surcharge		\$15,470	\$17,017	\$17,017	3701 & 3702
Dental		\$14,060	\$15,466	\$15,466	3421
Vision		\$2,352	\$2,156	\$2,156	3431
Health-Certificated		\$23,420	\$28,104	\$28,104	3411
Health-Certificated		\$12,781	\$12,781	\$12,781	3411
Health-Classified		\$51,124	\$51,124	\$51,124	3412
Total Benefits	\$658	\$280,291	\$298,524	\$298,524	
Book and Supplies					4000
<u>Purchase supplemental materials</u> to support writing in all classes. Materials & professional development included.	\$40,000	\$0	\$15,000	\$0	4300

<u>Purchase supplemental materials to support 12 AIMS (Academic Intervention in Math) classes.</u> Materials & professional development included.	\$25,000	\$0	\$15,000	\$0	4300
<u>Purchase updated adopted Reality Central supplemental materials to support reading in all classes.</u> Materials & professional development included.	\$15,000	\$0	\$0	\$0	4300
<u>Annual Parent Information Night</u> – supplies & materials to support the Annual Parent Informational Night to learn about school programs, interventions & supports		\$1,000	\$1,000	\$1,000	4300
<u>Parent Education & Activities</u> -provide parent education opportunities such as family nights for ELA, ELD and Math. Costs will include hourly pay to staff & material costs.	\$2,500	\$2,500	\$5,000	\$5,000	4300
<u>Supplies & materials</u> for enrichment and GATE activities		\$2,000	\$2,000	\$2,000	4300
<u>Purchase Math Manipulative</u> -6 classrooms x \$2,500/class to support instruction, student understanding & engagement year one, \$500 per class for replacement/extension		\$15,000	\$3,000	\$0	4300
<u>Purchase white boards</u> -20 white boards to support implementation of teaching BoardMath & BoardLanguage. \$800 each plus installation = \$1,000 x 20 classroom.	\$20,000	\$0	\$0	\$0	4300
<u>Purchase supplies & materials</u> to support the student reward program(certificates, awards, parties)		\$2,000	\$2,000	\$2,000	4300
<u>Computers & Technology</u> -purchase classroom computers for daily student access to computer intervention programs, including Accelerated Reader, Read 180 and Intervention groups.(3 computers on wheels (COWS), printers, cart wireless) 3 COWs x \$20,000=\$60,000	\$60,000	\$0	\$0	\$0	4300
<u>Read 180 Computer Lab</u> -purchase 8 desktop computers & printer to support Read 180 class & lab.(8 computers x \$500 x \$200 printer = \$4,200)	\$4,200	\$0	\$0	\$0	4300
<u>System 44 licenses</u> -purchase 225 student editions of System 44(75 per grade level 6-8) student editions = \$7,500	\$7,500	\$0	\$0	\$0	4300
<u>Read 180 licenses</u> -purchase Read 180 license to support reading	\$25,970	\$0	\$0	\$0	4400

intervention for students far below grade level.					
Total Books and Supplies	\$200,170	\$22,500	\$43,000	\$10,000	
Conferences, Contracts & Travel					5000
Contract with DataWORKS to provide professional development in EDI and Step Up academy type programs remaining in 5200		\$25,000	\$25,000	\$25,000	5800
Contracts for <u>Enrichment</u> opportunities beyond the instructional day		\$10,000	\$10,000	\$10,000	5800
Contract with the Parent Institute for <u>Quality Education (PIQE)</u> to provide parent education classes creating a college bound culture.		\$25,000	\$25,000	\$25,000	5800
Buses for college visits. Each grade level with have 2 field trips to a college. 2 buses /3 grade levels(6-8) x \$250 bus x 2/yr.		\$3,000	\$3,000	\$3,000	5713
<u>CABE Conference</u> -English Learner Coach to attend 2012 CABE Conference March 7-12, 2012. Mileage \$80 x 3 days + \$675 registration = \$915. Annual attendance at CABE.	\$915	\$0	\$915	\$915	5210
<u>AVID Training</u> – Send 5 teachers & 2 administrators to AVID training in San Diego, CA in June 2012. Lodging \$160/night + \$60/food per day x 5 days=\$1,100 plus air/tax \$350 = \$1,450 per person x 7 people	\$10,150	\$0	\$0	\$0	5210
<u>WRITE Institute Lead Trainer Program</u> – representative group of staff will attend the WRITE Institute Lead Trainer model program by San Diego County Office of Education. (13 teachers/ admin x \$1,200 registration), 5 day \$220 each (\$160 hotel + \$60 food) = \$1,100		\$29,900	\$0	\$0	5210
Total Conferences, Contracts & Travel	\$11,065	\$92,900	\$63,915	\$63,915	
Capital Outlay		\$0	\$0	\$0	6000
Subtotal	\$215,733	\$1,282,600	\$1,355,348	\$1,322,348	
Contracts over \$25,000					5100
Contract with Data WORKS to provide professional development.		\$25,000	\$20,000	\$20,000	5100
Total Contracts over \$25,000		\$25,000	\$20,000	\$20,000	
Indirect Costs (4.34%)	\$9,362	\$55,664	\$58,822	\$57,389	7310
Total	\$225,095	\$1,363,264	\$1,434,170	\$1,399,737	

SIG Form 9—Schools to Be Served

Indicate which schools the LEA commits to serve, their Tier designation, and the intervention model the LEA will implement in each Tier I and Tier II school. For each Tier I and Tier II Title I school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools, including both schools that are being served with FY 2009 SIG funds and those that are eligible to receive FY 2010 SIG funds, may implement the transformation model in no more than 50 percent of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED	
						Turnaround	Restart	Closure	Transformation	Start Over (Restart and Turnaround Only)	Implement SWP
Meadow Homes Elementary School	07-61754-6004154	062637003956	X						X		
Oak Grove Middle School	07-61754-6004196	062637003962	X						X		

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school planning to implement the **Transformation Model** that the LEA intends to serve. Include actions and activities required to implement the model, a timeline with specific start and end dates of implementation, the position (and person, if known) responsible for oversight, and the type of evidence that will be submitted to the CDE, upon request, to verify implementation. The Implementation Chart must address all required components of the selected model and include specific activities for the components that have already been completed as well as the components that will be completed in the future. Actions and activities that are part of the LEA's optional pre-implementation activities should be clearly identified as such.

School: Meadow Homes Elementary		Tier: <u>I</u> or II (circle one)			
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
a(1) Replace the principal who led the school prior to commencement of the transformation model.	District appointed a new administrator in August of 2011	08/ 11	08/ 11	Superintendent; Assistant Superintendent	Board Minutes of meeting appointing the new administrator
a(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor and that are designed and developed with teacher and principal involvement.	<p>Teacher Evaluation: All teachers at SIG sites will be evaluated annually. Teacher performance evaluation at SIG sites will include a formula which considers student progress as a significant element (40%) in the existing evaluation tool.</p> <ul style="list-style-type: none"> • MDUSD will use Formative Assessment for California Teachers (FACT) model as a formative assessment tool. • SIG will provide a trained Instructional Coach to guide teachers through the inquiry process during the first year. The Coach will provide ongoing support but will not participate in the evaluation. 	09/ 12	06/ 13	Principal; Instructional Program Specialist (IPS); FACT Coach	Documentation of meetings; Teacher FACT portfolios; OARS and CST Growth Reports
		08/ 11	06/ 13		
		09/ 12	06/ 13		

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Meadow Homes Elementary Tier: <u>I</u> or II (circle one)					
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
a(2) <i>continued</i>	Teachers will complete the assessment module of FACT, collecting multiple measures of data including, but not limited to, district benchmark assessments	09/11	06/13	Principal; IPS; FACT Coach	Documentation of meetings; Teacher FACT portfolios; OARS and CST Growth Reports
a(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	OARS (student assessment and reporting system) will be used to organize formative, summative and benchmark assessments.	07/11	06/13	Student Achievement & School Support Department (SASS); Principal; IPS	Documentation of meetings; Teacher FACT portfolios; OARS Assessment and CST Growth Reports
	Administrators and teachers will review assessment reports and adjust instructional practices to meet the needs of the students.	09/11	06/15		
	Recognition of staff whose students show growth on multiple measure throughout the year.	09/11	06/15		
a(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.	San Diego COE's WRITE Institute will train two site staff per grade level and principal as Lead Trainers (LTs). All teachers will be trained in grade level specific genres of writing.	06/12	06/15	Principal; IPS; Literacy Coach; WRITE LTs;	Increased performance in writing – student work, District writing prompts, CST, and 4 th grade STAR writing
	Training/coaching in Guided and Interactive Reading, Readers Workshop, and administration/analysis of literacy assessments. Develop site as a professional development lab school.	06/12	06/15	Principal; IPS; Literacy Coach; University Consultants	Increased student performance on language arts benchmark assessments and CST

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Meadow Homes Elementary		Tier: <u>I</u> or II (circle one)			
Required Components	Actions & Activities	Timeline		Oversight	Description of Evidence
		Start	End		
a(4) <i>continued</i>	Training for all staff and parents on teaching decoding multi-syllabic words.	01/12	06/13	Principal; IPS; Literacy Coach; RS Consultant	Increased student performance on benchmark assessments and CST
	Training/coaching in Japanese-based Lesson Study model.	08/12	06/13	Principal; IPS; Content and ELD Coaches	Improved lesson design and delivery.
	GLAD training for all teachers in years 2 and 3 (district trainers).	06/13	06/15		Increased student participation; Increased performance on local and state assessments
	Training structured student engagement strategies.	06/12	06/15		
	Training in administration and analysis of assessments.	08/12	12/13		Monitoring of targeted intervention groups; Modified instruction and reteaching based on assessment
	Training in development of formative assessments.				
	Modify/supplement Houghton Mifflin lessons to align with essential standards .	08/12	12/13	Principal; IPS	Standards-based pacing guides and progress monitoring
	Training in coaching techniques for all coaches, teachers on special assignment (TSAs), and Instructional Program Specialists.	06/12	06/15		Coach/Teacher collaboration; Teacher feedback on coaching effectiveness; Classroom observations

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Meadow Homes Elementary		Tier: <u>I</u> or II (circle one)			
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
a(5) Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school.	District negotiated an agreement with the Mt. Diablo Education Association to give teachers at SIG sites a 14.46% increase in salary to compensate for the additional instructional time.	08/11	06/13	Personnel; SIG Administrator; SASS Director; Assistant Superintendent	Memorandum of Understanding
b(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.	<p>Essential Standards and Performance Level Descriptors (PLDs) for ELA and Math were developed in 2010-11.</p> <ul style="list-style-type: none"> Teachers collaboratively develop common formative assessments and PLDs. Grade levels will use the data analysis protocol to ensure all are proficient in essential standards. Align and calibrate adopted curriculum with essential standards; identify and purchase supplemental materials where needed. <p>Refine Tier 1, Tier 2, and Tier 3 interventions.</p> <ul style="list-style-type: none"> Create intervention groups based on multiple assessment tools (i.e., CELDT, ADEPT, DRA, Curriculum Associates, teacher-created assessments). 	08/12	06/15	SIG Administrator; SASS Director; Assistant Superintendent	Increased student performance (students will leave grade-level prepared for work in the following year at or above grade level)

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Meadow Homes Elementary Tier: <u>I</u> or II (circle one)					
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
b(1) <i>continued</i>	<p>Use the assessment data to monitor school wide trends and instructional practices.</p> <p>Align and calibrate the essential standards with the adopted curriculum; identify and implement supplemental strategies and materials.</p> <ul style="list-style-type: none"> • Increase classroom libraries of leveled readers for guided reading, including non-fiction text in English and Spanish. 	06/12	06/15	SIG Administrator; SASS Director; Assistant Superintendent	Increased student performance – students will leave grade-level prepared for work in the following year at or above grade level; Parent Conference agendas and notes
b(2) Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.	<p>Teachers meet weekly to review and analyze student Use Curriculum Associates Benchmark Monitoring System (baseline and 3 times per year.</p> <ul style="list-style-type: none"> • Use OARS to collect and analyze assessment data. • Data collected by Grade Level Teacher Leaders at Cycle of Inquiry meetings is used to cluster students and design instruction focused on essential standards. • Ongoing assessments will be used to determine which students and teachers need additional support. 	08/12	06/15	Principal; IPS; Teachers	Increased student performance on formative and summative assessments; timely placement of students into intervention groups

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Meadow Homes Elementary Tier: <u>I</u> or II (circle one)					
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
b(2) <i>continued.</i>	<ul style="list-style-type: none"> • Staff and Coordinated CARE Team to ensure that the "whole" child's needs are being reviewed and supported. <p>Administrators and Support Providers observe and provide feedback to teachers regularly.</p>	08/12	06/15	Principal, Instructional Program Specialist	Increased student performance on formative and summative assessments; timely placement of students into intervention groups
c(1) Establish schedules and implement strategies that provide increased learning time.	<p>Core – Increase school day by 40 minutes per day.</p> <p>Enrichment – Provide weekly enrichment "wheel" activities to each grade level one full day a week so that students participate in science, social studies, computer studies, math, responding to literature, environmental studies /nutrition and gardening, art, drama and dance.</p> <ul style="list-style-type: none"> • Teacher Collaboration is increased: 300 minutes a week. 	08/12	06/15	Principal, Instructional Program Specialist	Bell schedule; Wheel Schedules, hiring enrichment teachers; Focused, rigorous lesson plans and instruction leading to improved student achievement
d(1) Provide ongoing mechanisms for family and community engagement.	<p>Parent Education Events</p> <ul style="list-style-type: none"> • Facilitating homework • Home reading routines • Use of Tool Kits (resources for home practice) • Understanding student assessments. 	08/12	06/15	Principal, parent liaison	Enhanced home / school relationships, increased attendance at parent / school events; Increased attendance and academic performance

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Meadow Homes Elementary		Tier: <u>I</u> or II (circle one)					
Required Components	Actions & Activities	Timeline		Oversight	Description of Evidence		
		Start	End				
d(1) <i>continued</i>	<p>Parent Information</p> <ul style="list-style-type: none"> • Parents will be informed about instructional and intervention programs, assessments, CELDT level and placement in ELD classes. • Parents will receive regular information about students' progress and supports for those not reaching grade level proficiency. • Room Parents will assist in organizing parent/ teacher communication, disseminating classroom information, and grade level parent meetings. • Annual parent/teacher forum will be held to form stronger parent/teacher relationships. <p>Parent and Student Enrichment Events</p> <ul style="list-style-type: none"> • Family Math/Science/Literacy • Educational assemblies • Theater performances; Ballet Folklorico • Storytelling evenings with book give-aways • Meet the artist and meet the author sessions 	08/12	06/15	Principal, parent liaison	Enhanced home / school relationships, increased attendance at parent / school events; increased attendance and academic performance		

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Meadow Homes Elementary		Tier: <u>I</u> or II (circle one)			
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
e(1) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	Hire six language arts/content area teachers to provide instruction one day per week per grade level for collaboration, professional development, lesson study, participation in cycles of inquiry, and development of interventions for target students. Hire full time computer lab assistant. Hire an additional .5 FTE Instructional Program Specialist	06/12	06/15	Principal	Increased CST and formative assessment results; Parent, teacher, and student satisfaction surveys; Increased student attendance and teacher evaluation of programs.
e(2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Work with school technical assistance provider, SIG Administrator and Program Specialist to coach principal and teachers on data driven cycles of inquiry and walkthroughs in order to adjust and modify instruction.	06/12	06/15	Principal; SIG Administrator	Development of a program that meets students' needs; Increased benchmark and CST performance.

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school planning to implement the **Transformation Model** that the LEA intends to serve. Include actions and activities required to implement the model, a timeline with specific start and end dates of implementation, the position (and person, if known) responsible for oversight, and the type of evidence that will be submitted to the CDE, upon request, to verify implementation. The Implementation Chart must address all required components of the selected model and include specific activities for the components that have already been completed as well as the components that will be completed in the future. Actions and activities that are part of the LEA's optional pre-implementation activities should be clearly identified as such.

School: Oak Grove Middle School		Tier: <u>I</u> or II (circle one)			
Required Components	Actions & Activities	Timeline		Oversight	Description of Evidence
		Start	End		
a(1) Replace the principal who led the school prior to commencement of the transformation model.	District appointed a new administrator in June of 2011	06/11	06/11	Superintendent; Assistant Superintendent	Board Minutes of meeting appointing the new administrator
a(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor and that are designed and developed with teacher and principal involvement.	Teacher Evaluation: All teachers at SIG sites will be evaluated annually. Teacher performance evaluation at SIG sites will include a formula which considers student progress as a significant element (40%) in the existing evaluation tool.	09/12	06/13	Principal; Instructional Program Specialist (IPS); FACT Coach	Documentation of meetings; Teacher FACT portfolios; OARS and CST Growth Reports
	• MDUSD will use Formative Assessment for California Teachers (FACT) model as a formative assessment tool.	08/11	06/13		
	• "District" SIG will provide a trained Instructional Coach to guide teachers through the inquiry process during the first year. The Coach will provide ongoing support but will not participate in the evaluation.	09/12	06/13	Personnel SASS Dept.	

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Oak Grove Middle School		Tier: <u>I</u> or II (circle one)			
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
a(2) <i>continued</i>	Teachers will complete the assessment module of FACT, collecting multiple measures of data including, but not limited to, district benchmark assessments	09/1 1	06/1 3	Principal; IPS; FACT Coach	Documentation of meetings; Teacher FACT portfolios; OARS and CST Growth Reports
a(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	OARS (student assessment and reporting system) will be used to organize formative, summative and benchmark assessments.	07/1 1	06/1 3	Student Achievement & School Support Department (SASS); Principal; IPS	Documentation of meetings; Teacher FACT portfolios; OARS Assessment and CST Growth Reports
	Administrators and teachers will review assessment reports and adjust instructional practices to meet the needs of the students.	09/1 1	06/1 5		
	Recognition of staff whose students show growth on multiple measure throughout the year.	09/1 1	06/1 5		
a(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.	Staff will receive ongoing professional development to support the implementation of the transformation through:	07/1 2	06/1 5	SASS Dept/ Principal/ IPSs/ Instructional Coaches	Pacing Guides Attendance Sheets
	<ul style="list-style-type: none"> • Summer workshops to plan targeted instruction and coordinate tiered interventions • Train one Instructional Program Specialist to create a master schedule that supports transformation 	06/1 2	06/1 5	SASS Dept./ TIS Dept/Principal	Training Notes

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Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
a(4) Continued	<ul style="list-style-type: none"> Throughout the duration of the grant, targeted professional development in the following areas will occur: <ul style="list-style-type: none"> ➤ English Language Learner strategies, ➤ Culturally-Responsive Teaching ➤ Equity, disproportionality (African American, EL, and Spec. Ed students) ➤ Differentiated Instruction ➤ Classroom Environment. ➤ SDAIE strategies ➤ Explicit Direct Instruction ➤ AVID ➤ BoardMath ➤ English Language Arts strategies (writing, reading support) 	08/12	08/12	Principal/ IPSS/ Instructional Coaches	Agendas Training Materials Attendance Sheets
		08/13	08/13		Conference Attendance: <ul style="list-style-type: none"> • CABC • NABSE • ASCD • AVID
		08/14	08/14		
	<ul style="list-style-type: none"> Provide professional development and coaching for administrators in the use of data analysis to inform instruction and, "instructional walks" 	02/12	06/13	DataWORKS/ SASS Dept.	Training Materials Attendance Sheets
	<ul style="list-style-type: none"> OARS training to analyze formative assessments 	09/12	06/15	SASS Dept./ IPSS/ Instructional Coach 2	Coaching Logs Coaching Notes Attendance Sheets Training Materials

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Oak Grove Middle School		Tier: <u>I</u> or II (circle one)			
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
a(5) Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school.	District negotiated an agreement with the Mt. Diablo Education Association to give teachers at SIG sites a 14.46% increase in salary to compensate for the additional instructional time.	08/12	06/15	Personnel; SIG Administrator; SASS Director; Assistant Superintendent	Memorandum of Understanding
b(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.	Essential standards were developed during the 2010-11 school year in ELA and Mathematics K-8 and in Science 6-8.	08/12	06/15	SIG Administrator; SASS Director; Instructional Coaches, Program Specialists	Data Analysis Worksheets Formative Assessments Essential Standards
	<ul style="list-style-type: none"> Teachers collaboratively develop common formative assessments aligned to the essential standards. Grade levels/departments will use the data analysis protocol to ensure proficiency. Monthly grade level planning and analysis of assessments will guide instruction for students and interventions to ensure students reach grade level proficiency. 				Meeting Notes
	Refine Tier 1, Tier 2, and Tier 3 interventions in Literacy and Math	08/12	06/15		Meeting Notes Pacing Guides Written Lesson Plans
	<ul style="list-style-type: none"> Create intervention groups based on multiple assessment tools 	08/12	06/15		Pyramid of Interventions Assessment Data

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Oak Grove Middle School		Tier: <u>I</u> or II (circle one)			
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
b(1) continued	Oak Grove has identified action steps to refine the use of data to identify areas of need and provide a targeted instructional program: <ul style="list-style-type: none"> • Monthly grade level meetings for data analysis • Collaborative meetings during common prep for analyzing assessments and lesson plans • Instructional classroom walks to monitor implementation • Create and deliver a four-week "Level Up Academy" for students not proficient on the CST's 	08/12	06/15	Principal/IPSs/ Instructional Coaches	Meeting Notes Data Reports Data Analysis Worksheets Walk Through Notes
		06/12	06/14	Principal/IPSs/ Instructional Coaches	Level Up Curriculum
b(2) Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.	Oak Grove teachers meet in collaborative teams on a weekly basis to review and analyze student data to inform their instruction. <ul style="list-style-type: none"> • Staff members meet with the district's Special Education Program Specialist, Psychologist/ Psychologist Intern, as well as site-based Coordinated CARE Team to ensure that the "whole" child's needs are being reviewed and 	07/12	06/15	Principal; IPS; SSC's	CARES Team Reports

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Oak Grove Middle School		Tier: <u>I</u> or II (circle one)			
Required Components	Actions & Activities	Timeline		Oversight	Description of Evidence
		Start	End		
b(2) <i>continued</i>	<ul style="list-style-type: none"> addressed/supported. Curriculum Associates Benchmark Monitoring System will be used at all grade levels to track student progress in English Language Arts (ELA) and Mathematics three times a year. 	08/12	06/15	Instructional Coaches; IPS's	OARS Reports, Assessment results
	<ul style="list-style-type: none"> Administer the Scholastic Reading Inventory three times annually in ELA classes using the mobile computer labs to assess reading lexile level, proper placement and reading growth. 	09/12	06/15	Instructional Coaches; IPS's	
c(1) Establish schedules and implement strategies that provide increased learning time.	<p>Core The site will implement a newly developed schedule that increases the instructional year by 7,206. (Approximately 40 minutes per day). This time will be divided among the periods, daily. Longer class periods will allow teachers more time to increase grade level proficiency for all students.</p> <ul style="list-style-type: none"> Tier 3 Intensive ELA support with a 3 period block totaling 150 minutes daily. 	08/12	06/15	Principal/ IPSs/ Instructional Coaches SASS Dept	Master Schedule Class Rosters Student Placement

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Oak Grove Middle School		Tier: <u>I</u> or II (circle one)			
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
c(1) <i>continued</i>	<ul style="list-style-type: none"> Students needing strategic math support are placed in a two-period math block (110 minutes) consisting of the appropriate grade-level Math course as well as AIMS intervention. Deliver a four-week "Level Up Academy" for all students focusing of English Language Development, with a particular emphasis on writing skills. 	08/12	06/15	Principal, Instructional Program Specialist; Coaches; SASS Dept.	Bell schedule; Student Placement Data, Class Rosters Master Schedule
	<p>Amount Increased: 7.206 minutes annually</p> <p>Enrichment classes are included in the regular school day therefore will benefit from the increased time. Additionally enrichment classes will be offered through the CAREs program afterschool.</p> <ul style="list-style-type: none"> Recruit students to participate in the Oak Grove CARES After School Program which operates a comprehensive 3-hour a day academic and enrichment program every school day. 	08/12	06/15	Principal, Instructional Program Specialist; Coaches; SASS Dept. CARE's Administrator	Course Schedules CARE's Enrollment

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Oak Grove Middle		Tier: <u>I</u> or II (circle one)			
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
c(1) <i>continued</i>	<ul style="list-style-type: none"> Create enrichment opportunities beyond the instructional day. These may include: field trips, service learning, and athletics. <p>Amount Increased 7,206 minutes</p>			Principal, Instructional Program Specialist; Coaches; SASS Dept.	Team Rosters; Attendance Sheets
	<p><u>Teacher Collaboration</u></p> <p>The new schedule allows for an early release day on Wednesdays which will be used for grade level or subject matter collaboration, data analysis, and ongoing professional development focusing on the instructional strategies defined in a(4), b(1), and b(2)</p> <p>Amount Increased: 3,990 minutes annually</p>	08/12	06/15	Principal, Instructional Program Specialist; Coaches; SASS Dept.	Agendas Data Analysis Worksheets Meeting Notes Training Materials Formative Assessment Rubric
d(1) Provide ongoing mechanisms for family and community engagement.	Strong home-school relations are essential to supporting student achievement. Empowering and informing parents on how they can assist their child's education provides the seamless system of support for students.	08/12	06/15	Principal/IPSs/SSCs/Parent Liaisons	Wildcat Newsletter Parent Letters Parent Meeting Agendas

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Oak Grove Middle Tier: <u>I</u> or II (circle one)					
Required Components	Actions & Activities	Timeline		Oversight	Description of Evidence
		Start	End		
d(1) <i>continued</i>	Staff has identified the following strategies to ensure ongoing collaboration among school, family and community. They include:				
	<ul style="list-style-type: none"> Inform parents regarding instructional programs, intervention programs, student progress (e.g. assessment data reports) 	08/12	06/15	Principal/ IPSS/SSCs/ Parent Liaisons	Student Data Reports Parent Letters Meeting Notes
	<ul style="list-style-type: none"> Inform parents of their child's CELDT level and placement in ELD classrooms based on ADEPT scores. 	08/12	06/15	Principal/ IPSS/SSCs/ Parent Liaisons	Student Data Reports Parent Letters Meeting Notes
	<ul style="list-style-type: none"> Utilize Homelink and ensure that all teachers are current posting assignments and grades to provide parents regular feedback on student progress towards proficiency. 	08/12	06/15	Principal/ IPSS/SSCs	Homelink roster
	<ul style="list-style-type: none"> Conduct additional Family Nights to strengthen parent-school connection and student achievement. 	08/12	06/15	Principal/ Parent Liaisons/ Grade Level & Dept. Chairs	Wildcat Newsletter Family Night Flyers Family Night Materials

SIG Form 10.2—Transformation Implementation Chart for a Tier I or Tier II School

School: Oak Grove Middle		Tier: <u>I</u> or II (circle one)			
Required Components	Actions & Activities	Timeline Start End		Oversight	Description of Evidence
e(1) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	<p>Hire the following Staff to implement the transformation plan:</p> <ul style="list-style-type: none"> • One Instructional Program Specialist, Categorical Site-Based • Two Instructional Coaches • Full time site-based Technician • Increase computer teacher .50 • Hire one FTE Multiple Subject Credentialed teacher to staff the Opportunity Room • Increase site-based Parent Liaison by .20 FTE • Increase Librarian time by (2) days • Increase Instructional Media Specialist by (2) days 	06/12	06/15	Personnel Dept./Principal	<p>Personnel Contracts</p> <p>Position Control</p> <p>Budget Documents</p>
e(2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Work with school technical assistance provider, SIG Administrator and Program Specialist to coach principal and teachers on data driven cycles of inquiry, walkthroughs and use of formative assessments to adjust and modify instruction.	06/12	06/15	Principal; SIG Administrator	<p>Professional Development schedules</p> <p>FACT Portfolio</p> <p>Contract with External Entity</p> <p>Walk through data</p>